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ABSTRACT

The report opens with a brief overview of higher education in 1969-70, including such items as the rapid increase in enrollment, the continuing education program, the need for a comprehensive development plan, the availability of construction funds for 2 new universities and a dental school, legislative limitation on the State System's growth by limiting graduate enrollment, the move to a program budgeting and management information system, plans for an expanded medical education program, the oceanography program, and the relative absence of campus unrest and legislative approval for greater administrative flexibility. The remainder of the report is devoted to individual reports from the universities in the State System, including the University of Florida, Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, Florida Technological University, Florida International University, and the University of North Florida. (AF)

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ANNUAL REPORT
STATE UNIVERSITY SYSTEM OF FLORIDA
1969–1970

Florida Board of Regents

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HE002 005

October 1, 1970

The Honorable Claude R. Kirk, Jr.
Governor of Florida

Dear Governor Kirk:

I have the privilege of submitting the **Annual Report** of the Florida Board of Regents for the period beginning July 1, 1969, and ending June 30, 1970. This report is presented as required by the provisions of Chapter 5384, Laws of Florida, 1905.

The report notes considerable growth and progress in higher education during the past year as well as planning for future growth during a period when resources will become increasingly limited.

The report also expresses the concern of the Board of Regents that quality of education be maintained during the years ahead when demands for higher educational opportunities will continue at a high level while the funds to finance these demands will be increasingly difficult to obtain.

The Regents are grateful to you and the other members of the State Board of Education, as well as to the members of the Legislature and the people of Florida, for the support provided higher education which has made progress possible.

Respectfully submitted,

D. Burke Kibler, III, Chairman
Florida Board of Regents

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FOREWORD

At least two main thrusts characterized the year. One of these embraced the day-to-day operations of the institutions and the other concerned the future and the preparatory groundwork for meeting the demands which are anticipated for higher education during the next decade.

Several significant changes occurred in the day-to-day operation of higher education. The first of these was the shift to an annual legislative appropriations cycle. In addition to the unprecedented demand upon limited man-hours caused by this change, the operational factors of an annual budget cycle caused an upheaval in some of the established patterns of such fundamentals as commitments to new faculty in advance of the academic year. The certainty which had existed for the second half of a biennial budget evaporated. Simultaneously with the shift to the annual budget, the Board sought to execute the legislative mandate to shift to program budgeting. This massive undertaking, executed without significant additions to the staff and without additional resources, has moved forward in a striking manner. National recognition is being accorded us not only for rapid progress but for innovative thinking which has characterized the execution of this legislative mandate. Great credit should be accorded to the competent and dedicated people who have cooperated in this endeavor.

In terms of anticipating and preparing for the future, several milestones were passed. Perhaps the most significant was the adoption by the Board of a Comprehensive Development Plan (CODE), which not only provides a skeleton upon which growth can occur but gives direction to that growth. In the latter regard it differs from master plans produced by many state governing or coordinating boards. It is by no means etched in stone but does provide a thoughtful foundation upon which to build and from which change can flow. Two new institutions moved from legislative authorization to recruiting of personnel and detailed planning for opening in the fall of 1972. Funds for construction were made possible by the passage of a Constitutional amendment which permits the continuation of the gross utilities receipts tax as a source of revenue for the repayment of bonds. Additional capital outlay was assured when the legislature authorized the utilization of existing student fees as a basis for the issuance of additional revenue certificates. Mounting evidence points to the fact that higher education will face the dilemma of additional students without a corresponding increase in support.

Students and faculty of Florida universities manifested extraordinary common sense as crises plagued universities in other parts of the country. It would be foolish, however, to delude ourselves by thinking that unrest may not manifest itself in a destructive fashion unless all continue the present policies of firmness and flexibility, the latter arising from dialogue, accommodation, and change. Finally the executive and legislative branches of government have shown remarkable understanding and restraint and have let their judgment be influenced not by events outside of the state but by the manner in which the universities in Florida handled their problems.

Robert B. Mautz
Chancellor

FLORIDA BOARD OF REGENTS

Higher education ended a decade of unprecedented growth in Florida during 1969–70 and headed into a new 10-year period in which educational demands will be undiminished but in which resources will become increasingly limited.

A recent Board of Regents study of post-junior college education in Florida reports that over 85 percent of the state's 6.6 million people live within an hour of automobile travel time to one of the seven existing public universities or the two new universities scheduled to open in Jacksonville and Miami in 1972.

Because the institutions in the State University System have been located throughout the state in a way to be accessible to the people, increased attendance at all institutions is inevitable.

The paradox is that during the decade of the Sixties, Florida concentrated on taking higher education to the people whereas during the decade of the Seventies the state will be faced with prospects for restricting that opportunity because of limited resources.

Finding the point of balance is a significant challenge to the future. That is where the Florida Board of Regents and the individual universities as well as the Legislature and the Executive Branch of government, will concentrate their attention increasingly in the next decade.

ENROLLMENT GROWTH

Enrollments in the seven existing state universities reached a total of 67,756 students by head count, or 64,261 full time equivalent students, in the fall of 1969—a gain of 12 percent over the preceding year. In 1960, at the start of the decade, 27,053 students were enrolled in the then four state universities.

Projections made by the staff of the Board of Regents in cooperation with the institutions indicate that enrollments in the State University System will climb to 180,000 in 1980 in the absence of further restrictions on enrollment of qualified students.

A continuation of the trend toward an increased ratio of students in the upper division and graduate areas is indicated. This trend in the student mix has caused a substantial increase in operating costs to the universities. Upper level instruction is more than twice as expensive as lower level instruction, and graduate level costs more than four times as much due to smaller classes, specialized laboratory equipment and other factors.

CONTINUING EDUCATION

In addition to the on-campus enrollment, 29,595 students were registered in credit courses off campus during 1969–70 in the Continuing Education program of the State University System. The breakdown: Teacher Education 24,526; Business Administration 2,203; Engineering 1,839; and other 1,027. This program is designed to help adult citizens keep abreast of their professional, cultural and civic responsibilities through programs of credit and noncredit instruction. Due to lack of legislative support for noncredit activities, some of the universities are being forced to restrict activities in this area.

The Board of Regents' office is exploring the Continuing Education needs of the various geographical areas of the state and making some feasibility studies to determine needs for the location of additional Continuing Education Centers. The office also is exploring the continuing education needs of employees of major governmental agencies and of personnel of military establishments in the state.

COMPREHENSIVE DEVELOPMENT PLAN

It is becoming increasingly apparent that educational demands are outstripping available resources in Florida and throughout the nation. Only through effective planning and management can the state's resources be utilized in the most efficient manner so that the higher educational needs of the state can be met.

The Board of Regents and the Legislature are now in the process of establishing priorities of need, and are allocating resources on the basis of these needs. First priority has been assigned the Florida resident undergraduate student.

Major planning guidelines for the State University System to 1980 have been set forth in Phase One of the COMPREHENSIVE DEVELOPMENT PLAN OF THE STATE UNIVERSITY SYSTEM OF FLORIDA (CODE), a planning document approved by the Board of Regents early in 1970.

CODE forecasts that operating needs for the State University System, based upon projected enrollments of qualified students and assuming a 4 percent per year inflationary effect, would amount to $1,004,828,773 in 1980. Of this amount $720 million would come from state sources under the current rates of funding.

The $212.1 million appropriated by the Legislature for operations of the university system during 1970–71 was an increase of $26.2 million, or 18.8 percent over 1969–70. Much of the increase for the state universities looks to future support of students and activities, however, since it involves preparation for the opening of various major programs and institutions, such as the Dental School at the University of Florida, the Medical and Nursing Colleges of the University of South Florida and the two new universities—Florida International University at Miami and the University of North Florida at Jacksonville. Also included in this category is an appropriated $175,000 for the planning of a College of Veterinary Medicine at the University of Florida.

The anticipated increase in students for 1970–71 as compared to 1969 is approximately 6,000 FTE students, or approximately a 10 percent increase. The amount appropriated in 1969 for operations in the educational and general budget was $2,314 per student, and the amount available in 1970–71 is $2,319 per student, or a .2 percent increase.

Considerable progress was made during the year in implementing the plans for opening of the two new universities in Miami and Jacksonville. Presidents were selected and the institutions now have the nucleus of strong planning, administrative, and academic staffs.

CONSTRUCTION FUNDS

Initial construction money for these two new institutions in addition to a new dental school and expansion of the medical school at the University of Florida was assured through approval by the voters in November, 1969 of a constitutional amendment which renewed authority to issue revenue certificates supported by the gross receipts utilities tax through June 30, 1975. Approximately $26.5 million is expected to be obtained from this source to finance university buildings through the 1970–71 fiscal year.

In addition, the 1970 Legislature authorized the issuance of up to $25 million in revenue certificates supported by a portion of existing student fees. The amount of the fees to be devoted to funding the revenue certificates, which money was previously dedicated to the operation of the universities, was replaced with tax revenues. Altogether $10 of each student fee paid each quarter was allocated for debt service for these revenue certificates.

The principle established is an important one and provides a path to future funding for building programs, although it will be insufficient to meet overall future needs. A new source of capital outlay funding is urgently needed to provide the necessary classrooms, laboratories, offices and libraries required for the future. CODE has estimated that capital outlay needs for academic buildings in the State University System to 1980 will approximate $472 million.

LIMITATIONS ON GROWTH

In an effort to slow down the costs of public higher education, the 1969 Legislature placed some constraints on the State University System by limiting the rate of growth of graduate enrollments and appropriating operating funds on the basis of three-quarter averaging of enrollments. These limitations and enrollment averaging formula were continued by the 1970 Legislature. The growth of graduate enrollments is restricted under a formula which limits the beginning graduate admissions to no more than 50 percent of the increase in enrollment at the upper division (juniors and seniors) and the advanced graduate admissions to no more than 25 percent of increase in enrollment at the upper division. Formerly funds for operations were appropriated on the basis of the fall enrollment, and the three-quarter averaging had the effect of reducing the amount per student of total operating funds.

The Legislature and the Governor have served notice that they want the universities to move toward full year-round operations with enrollments each quarter as nearly equal as possible. Enrollments during the fourth or summer quarter have averaged only about half of those of the fall quarter. The Board of Regents is currently making a study of the quarter system calendar in an effort to determine whether efforts to equalize enrollments during the summer quarter would be productive and economical.

At its July, 1970 meeting the Board of Regents took two actions toward restricting future enrollments. The Board limited out-of-state enrollment to 10 percent of the total systemwide enrollment, and limited freshman enrollment at four universities with lower divisions, as follows: University of Florida 2,900; Florida State University 2,500; University of South Florida 2,200; and Florida Technological University 2,000. The objective of the freshman enrollment limitation was to encourage more beginning students to enroll in the junior colleges.

In the fall of 1969, out-of-state students represented 11.4 percent of the total enrollment of the State University System. The number of Florida students leaving the state for their college education has been declining each year. In the fall of 1969, 16.48 percent of the Florida high school graduates of that year who went to college enrolled in colleges and universities in other states.

PROGRAM BUDGETING AND MANAGEMENT INFORMATION SYSTEM

State government is moving toward program budgeting, and the State University System is engaged in developing its first six-year plan (1971–72 through 1976–77) using a modified program budgeting system as a framework for the documentation and justification of its activities. The budget materials for the 1971–72 legislative request represent the initial endeavor to adopt a program approach. Program budgeting will speak more clearly to what the universities must forego in programs and activities within limited resources.

An important function of program budgeting is the accomplishment of an ongoing, planning process fully supported by systemwide information systems. Such a process will greatly improve the planning, operational, and evaluative activities of the University System.

The first job of the Board of Regents Staff has been to identify the components of a University Management Information System and to begin from the ground up to build such a system. The Western Interstate Commission on Higher Education (WICHE) through its Management Information System staff provided guidance and assistance and the Regents staff elected to use the basic outline of their approach to build a data base for students, staff, facilities, programs, and finance.

EXPANDED MEDICAL EDUCATION PROGRAM

A plan for significantly increasing physician education in Florida without a substantial increase in costs has been developed during the past year and approved in principle by the Board of Regents. Under this plan, the three medical centers of the state at the University

of Florida at Gainesville, the University of Miami at Miami, and the University of South Florida at Tampa retain their focus as the centers of physician education, and these would be supplemented by other resources now available.

Medical students can spend their first year apart from a medical school at one of the state universities which has a strong program in the basic sciences. Then after two years at one of the three medical centers, the student would complete his fourth year in one of a number of selected hospitals and clinics throughout the state. Florida State University and Florida A. and M. University have been approved jointly for the first year program since they already have strong programs in this field. Funding for the first year's operation will be sought from the 1971 Legislature.

OCEANOGRAPHY

During 1969–70 the Board of Regents budgeted a total of $90,000 from its lump sum appropriation to implement a cooperative state university program under direction of the Florida Institute of Oceanography. A major project carried out during the year with the allocation was a cooperative ship operation across the Loop Current in the Eastern and Central Gulf of Mexico and in the Western Straits of Florida to define and characterize major water masses in the area. Cooperating in the projects were four state universities, three private universities in Florida, Texas A. and M. University, six state and federal agencies and four industry and other participants. The systemwide program is being continued in 1970–71 with an additional lump-sum allocation of $90,000.

CAMPUS UNREST

State university campuses in Florida were relatively calm during the year and no violence was reported in contrast to turbulence on many of the nation's college campuses as an aftermath of the Cambodian invasion and the killing of students on campuses at Kent State University in Ohio and Jackson State College in Mississippi.

A bill enacted by the 1970 Legislature required the Board of Regents in admitting new or transfer students to take into account disruptive actions of students transferring from other institutions. Pursuant to this directive the Board of Regents has prepared a new policy requiring the universities to refuse admission to an applicant whose record shows previous disruptive or other misconduct not to the best interest of the university, and requiring each university to develop a plan for implementing this policy, and for hearing student appeals.

Policies were adopted by the Board of Regents and were implemented by the universities providing for the disciplining of faculty, students, and other personnel who intentionally acted to impair, interfere with, or obstruct the orderly functions of a university. The Board policy also defined disruptive conduct.

ADMINISTRATIVE FLEXIBILITY AND REORGANIZATION

In response to pleas from the Board of Regents for relief from excessive checks by other state agencies, the 1970 Legislature authorized increased administrative flexibility for the universities in the fiscal and personnel areas in the General Appropriations Act. One provision authorized any university president, subject to prior approval of the Board of Regents, to transfer between functions and uses within functions not more than seven percent of the funds appropriated to each university. Another provision authorized the Secretary of the Department of Administration to delegate to any agency or department authority to add and delete positions when such delegation would enable the agency or department to more effectively administer its authorized and approved programs. Certain limitations were placed upon such authorization.

While the Board of Regents contended that the placing of the Division of Universities within a centralized Department of Education as provided by governmental reorganization would decrease managerial accountability and effectiveness, the 1970 Legislature declined to

grant the Regents' request for a restoration of independent status. Legislators indicated they wanted to allow more time for reorganization to receive a trial. The 1969 Governmental Reorganization Act made the State University System a Division of Universities in the Department of Education with the Board of Regents as division head.

CHANGES IN BOARD MEMBERSHIP

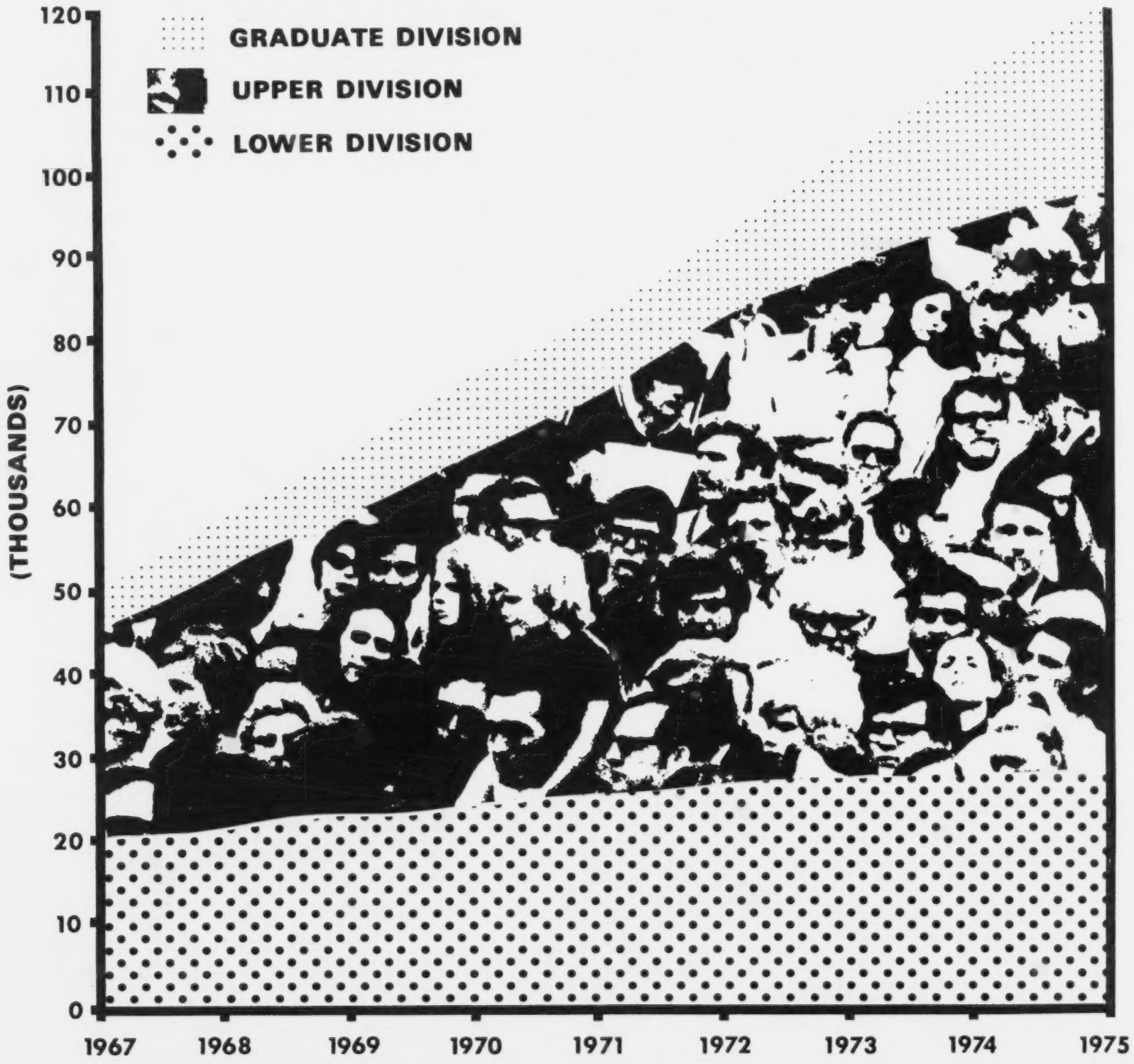
Three changes were made in membership of the Board of Regents during the year. Milton N. Weir, Jr., of Boca Raton was appointed by Governor Claude R. Kirk, Jr., to replace John Behringer of Fort Lauderdale, who resigned. E. W. Hopkins, Jr. of Pensacola was named to succeed Mayhew W. Dodson of Pensacola, who resigned, and Miss Elizabeth A. Kovachevich of St. Petersburg was named to replace Clarence Menser of Vero Beach, whose term expired.

A CONCERN FOR EXCELLENCE

This report has emphasized enrollments, budgets, construction of buildings and efforts by the state to establish priorities of need in view of limited resources. The report has noted that there are rapidly growing numbers of people coming into higher education and the proportion of the state's population that goes to college continues to grow year by year. The problems being encountered in higher education result largely from the high premium that society has placed upon post-high school education. The Board of Regents' concern with excellence in education remains constant and active. The emphasis of the Regents during the next decade will be to preserve and improve quality in the face of continuing demands for expanding educational opportunities. Quality in higher education must be maintained, and it cannot be diluted. The Board of Regents will look carefully at the programs which the universities now have and the proposals for new programs and determine which can best serve the state needs. There are very significant challenges ahead for higher education in this state and in this nation. Providing high quality education with a high degree of efficiency will require a strong commitment backed by adequate financing.

STATE UNIVERSITY SYSTEM

FTE ENROLLMENT



UNIVERSITY OF FLORIDA

Stephen C. O'Connell, President

The year 1969–70 reflected normal growth for the University of Florida. The fall enrollment was up by 4.4 per cent, compared with an average increase of 5.7 per cent over the preceding five years. The number of degrees awarded was 6.6 per cent greater than in 1968–69 against an average increase of 9.1 per cent during the same preceding five-year period. The average increase in the total budget of the University during these five years was 16.2 per cent. This compared with an increase of 14.4 per cent in the 1969–70 budget over 1968–69.

The report which follows is divided into sections on (a) Instruction; (b) Research; (c) Continuing Education and Community Service; (d) Physical Plant; (e) Student Activities and (f) Administration.

A. INSTRUCTION

Biological Sciences. Outstanding among the actions taken in the academic organization of the University was the initiation of steps to draw together into a single unit the basic biological sciences, which previously had been distributed among the three major units of the University. The Division of Biological Sciences, formerly a separate entity and merely coordinative in function, has been subsumed under the College of Arts and Sciences and been given budgetary and administrative responsibility for its constituent departments. Moving to the College of Arts and Sciences in the fall of 1970 as parts of this division will be the Departments of Botany and Bacteriology (from IFAS) and, in the fall of 1971, the Departments of Biochemistry (from the College of Medicine) and the Department of Comprehensive Biological Sciences (from the University College). The Department of Zoology, already housed in the College of Arts and Sciences, will complete the constituency of the division. The advantages in this shift in organization, both administrative and intellectual, are numerous. It is hoped that as a result these basic sciences will be able to achieve eminence equal to that already achieved by the applied fields.

New Graduate Programs. The Comprehensive Development (CODE) Plan of the State University System has assigned to the University of Florida (and to its sister institution Florida State University) the primary role of serving as "a center for advanced graduated and professional studies." In keeping with this assignment the University has continued to expand its graduate program. Between July 1, 1968, and June 30, 1970, the following new graduate programs were approved by the Board of Regents: Master of Health Education and Master of Arts in Health Education, Master of Science in Engineering and Master of Engineering with a major in Coastal and Oceanographic Engineering and Master of Arts and Doctor of Philosophy with a major in Linguistics. During the same period, the Master of Building Construction was approved by the Chancellor's Office without action by the Regents as a non-thesis extension of an existing thesis degree. New programs that have received University Senate approval and for which Board of Regents approval is requested during the fiscal year 1970–71 are the following: Doctor of Philosophy with a major in Philosophy, and Master of Occupational Therapy. New programs for which active planning is under way are the following: Master of Agricultural Management and Resource Economics, Master of Music and Master of Arts in Music, Master of Arts with a major in Religion and Doctor of Philosophy with a major in German.

During the year, the Board of Regents approved a University of Florida proposal to make the Jacksonville Hospitals Education Program, Inc. (JHEP) a division of the University's J.

Hillis Miller Health Center. JHEP has existed for 10 years as a cooperative venture between that city's hospitals to strengthen graduate medical education programs in participating hospitals and to provide continuing education for practicing physicians.

University College. Despite the special assignment of responsibilities for advanced graduate and professional study, the University's concern with undergraduate programs, including those of the freshman and sophomore years, has not slackened. These programs are a part of its responsibility to the state, as CODE further indicates. Experience has shown that it is impossible to have a strong and flexible institution of higher learning without a strong four-year undergraduate program. An important manifestation of this concern has been the re-examination by administration, faculty and students of the University College and the organization of general education on the campus. Several plans have been submitted to the University Curriculum Committee and have been the subject of vigorous discussion. On the one hand is a strong desire to bridge the gulf between lower and upper divisions and to unify and strengthen the basic disciplines. On the other is the fear that without adequate safeguards narrow professionalism will be overemphasized. It is planned that the Curriculum Committee will report concerning this question to the University Senate early in the fall of 1970 and that a resolution of this important issue can be achieved.

Minority Students. It should be noted that the University is making a concerted effort to introduce educational programs for minority groups and to recruit qualified faculty members from minority groups. At the freshman level, the University is operating the experimental Freshman Critical Year Program designed to provide compensatory education for students whose elementary and secondary schooling was inadequate and to provide data as to whether such compensatory education can be successful on this campus. This program provides tutorial functions, special sessions in freshman courses, reading clinic assignments and other types of assistance characteristic of contemporary education.

At the junior level, the Junior College Transfer Program is operated primarily for minority students who have difficulty with their first upper division courses. This program features tutorial and special term-long counseling sessions. The College of Arts and Sciences administers a new undergraduate special program in Afro-American Studies and the College of Medicine, under the auspices of a National Science Foundation grant, each summer offers a special undergraduate research program which helps prepare black pre-medical students for their post-graduate education in medicine.

At the graduate level, the Institute of Food and Agricultural Sciences has instituted a master's degree program for approximately 20 black students, financed by the Rockefeller Foundation. Another graduate level program is the African Studies Program, established with financial assistance under Title VI of the National Defense Education Act. It provides for direction and coordination of interdisciplinary instructional and research activities related to Africa, south of the Sahara. Although the African Studies Center does not offer interdisciplinary graduate degrees, it does offer, with the cooperation of participating departments, a certificate in African Studies in conjunction with the M.A. and Ph.D. degrees.

New Health Center Programs. An academic affiliation between the Pensacola Educational Program and its three hospitals and the University's College of Medicine was developed in 1969 and combines the teaching and educational resources of these institutions to intensify the training of pediatricians and increase their numbers in West Florida.

The Regents approved establishment of an academic affiliation between the College of Dentistry and the Veterans Administration Hospital in Miami to develop residency programs in specialty areas of dentistry and to establish a mechanism for clinical rotation of College of Dentistry students, the education of auxiliary personnel and the development of continuing education activities for the Miami area.

In addition to the formal affiliation with Jacksonville Hospitals Educational Program and the enlarged capacity for acceptance of clinical students, the College of Medicine has engaged in a collaborative program with FSU which eventually will bring 40 additional medical students into the clinical phase of the University of Florida curriculum. Thus, the size of the entering class of the College of Medicine will increase to 100 when Project I is completed and to 140 when FSU students are ready for the clinical phase of their medical sciences preparation.

The college established a Division of Community Health to utilize existing programs and develop new efforts in the medical school to increase emphasis in training physicians in community health and family practice.

Evaluation of Teaching. Voluntary evaluation of teachers by students has been sponsored effectively by Student Government and Omicron Delta Kappa for several years. Beginning in the fall of 1970, it will be required and will be handled by the colleges. A memorandum to this effect was issued in August, 1969, and since that time a University committee and Assistant Dean for Academic Affairs Ernest St. Jacques, whose special province is the evaluation and improvement of academic performance, have been working with the colleges and helping to get the program started. The results of these evaluation procedures will be utilized in important decisions affecting salary, promotion and tenure. Of course, they will be only one factor among many. Procedures concerning promotion and tenure are under careful study by the Professional Relations and Standards Committee, the University Personnel Board and a committee of the Council of Academic Deans. It is expected that some revisions of present criteria and procedures will be effected during 1970–71.

B. RESEARCH

The quality and quantity of the research carried out at a university determine the national image of the university as a center of advanced scholarship. As was stated above, under CODE the University of Florida has a recognized responsibility within the state system for emphasizing graduate research and instruction. Through its research program, the University of Florida has established itself as one of the major members of the community of great scholarly institutions of this nation.

It is well recognized that the federal government is in a period of shifting priorities and decreasing support of higher education. Nevertheless, the University of Florida apparently is riding out this difficulty. The data for 1969–70 are not yet available, but 1968–69 figures indicate the trend. Thus, 130 new grants were made to the University during 1968–69 and 110 grants were renewed. Combining these with 629 continuing grants gives a total of 869 active grants. This compares with 749 grants in effect during 1967–68. The University received research support from 176 outside agencies during 1968–69, including the National Science Foundation, the Atomic Energy Commission, the Department of Health, Education and Welfare, the Department of Defense and the Department of the Interior.

The research program is funded by approximately $20 million of outside support annually. The major recipients of outside support are Health Center, 24 per cent of total; Engineering and Industrial Experiment Station, 19 per cent, and Arts and Sciences, 15 per cent. The total funds for agricultural research reached an all-time high of approximately $13 million in 1969–70. About 75 per cent of this support came from state and incidental sources, 12 per cent from commercial grants and 13 per cent from federal support. The various successful research ventures include contributions to a longer, healthier, more purposeful life in a cleaner, more productive Florida.

To maintain and strengthen the research capacity of the University of Florida, efforts are being made to define goals and priorities better, to systematize the accounting procedure and to improve liaison with the academic community. The Division of Sponsored Research has maintained its program of making awards from its developmental fund, with special emphasis on supporting programs consistent with the primary goals of this university.

These developmental grants are regarded as "seed money" to initiate research which will generate continuing and more extensive support from outside agencies. Fifteen grants were made in 1969–70 to University of Florida faculty members with an expenditure of $261,000.

Funding agencies recently have directed much of their emphasis to problem-oriented research which requires the talents and techniques of the various traditional disciplines. Concomitantly there has been a burgeoning interest on the part of the faculty in combining talents to make a frontal attack on the problems of the environment and of society. The University of Florida has embarked on a program of encouraging the formation of a select number of centers and institutes for significant areas of interdisciplinary research. The first center to be constituted and receive Board of Regents approval under this new effort is the Interdisciplinary Center for Aeronomy and Atmospheric Sciences. This group will be involved in problems ranging from the studies of ionic interactions in the upper atmosphere to the critical problems of smog and pollution.

It always must be kept in mind that University research and graduate training are essentially synonymous. The University of Florida ranks 27th nationally in the number of doctorates granted in the last decade. It is the leading school south of the Mason-Dixon line and east of Texas in terms of doctorate production. In 1968–69, the total number of doctorates granted by the University of Florida was 233, and in 1969–70 the figure was 295. Through the program of research and graduate training, this university is making a major impact on the state, the region and the nation.

C. CONTINUING EDUCATION & COMMUNITY SERVICES

Despite the disinclination of the state to support continuing education outside of IFAS, this activity has continued to be productive under new Dean Joseph N. Busby, who heads extension both in IFAS and in the remainder of the University. Special programs in this area enabled the University to meet some of the obligations of a land-grant institution. More than 14,000 participants engaged in clinics, conferences, seminars and short courses covering subjects in business and industry, health related activities and public service, along with programs particularly for youth, women and older citizens. During the year correspondence study enrollment totaled 2,858. The number of written assignments in this area amounted to 55,089. A special drug abuse program was carried to 1,726 school children in Alachua, Duval and Levy counties.

Early in 1970 the name of the Agricultural Extension Service was changed to the Cooperative Extension Service. Through this unit Florida extension specialists and agents throughout the state continued their work with agricultural producers, attempting to improve the efficiency and productivity of the industry.

Some major extension accomplishments in this area were acquisition of more sophisticated equipment for the soil testing system which cuts analysis time and improves accuracy; assembly and dissemination of information on pesticide labeling, residue tolerance, pesticide restriction and level cancellations by the chemical information center, and initiation of a new project in ornamental horticulture to aid in planning the development of a segment of Interstate 10 in Northern Florida in a manner providing the greatest safety and beauty consistent with wise conservation of the natural environment.

Extension home economics during the year expanded its food and nutritional educational program to reach disadvantaged families more effectively in an effort to improve their nutrition. The program has demonstrated that education can battle malnutrition. Over 5,000 families have been enrolled in the program with 68.4 per cent from minority races. A total of 14,382 families were contacted in the program work.

Outside the agencies of extension but still an activity of continuing education is the Graduate Engineering Education System (GENESYS). Two new buildings were added to the GENESYS system—one in Orlando and the

other to serve West Palm Beach students. Negotiations have been completed for the extension of GENESYS to Florida Atlantic University.

In the Engineering and Industrial Experiment Station, research services to many state agencies and private companies included design of roads and bridges, shore and beach preservation, environmental control, electric energy engineering program and a new process for making tile.

Community Service. The Health Center's colleges have engaged in several community programs during the fiscal year—all designed as innovative approaches to the delivery of health care, or to reach populations which are too poor to secure medical help, or too far away from it. These programs include:

Computerization of electrocardiogram diagnoses for speedier and more precise care to persons suffering from heart disease in remote areas of Florida;

The Lafayette County Health Center, which last year alone provided supervised around the clock ambulant care—5,500 doctor-patient contacts—to citizens of that county which has no private physician within its boundaries;

Participation by medical students in a Jacksonville ghetto area health center serving 10,000 persons under the supervision of Jacksonville physicians through the Duval Medical Center;

Consultative and diagnostic services by the Department of Pediatrics and orthopedic surgeons to mentally retarded patients at Sunland Training Center in Gainesville;

An ongoing community-related program—the Maternity and Infant Care Program conducted by the University of Florida's Department of Obstetrics and Gynecology in cooperation with the Florida State Board of Health—cared for 1,285 indigent maternity patients in the last fiscal year; delivered the babies of these patients and recorded 14,000 patient visits for the women and their newborn in the 47 clinics established in a 13-county North Florida area. In an additional program, 4,000 women patients were seen for family planning advice and treatment.

Fifty-seven Florida physicians received 2,640 hours of individualized instruction from specialists in the College of Medicine on new medical techniques and concepts in an in-service program which centered its efforts last year on heart, cancer and stroke under Regional Medical Program auspices. The request for enrollment in the program has increased to 200 in one year.

The Health Center's 1969–70 budget for all of these ongoing programs totaled $30.2 million and included $10.5 million from grants and other sources (35% of total support); $7.9 million from income funds (26%), and $11.8 million (39%) from state support.

The Shands Teaching Hospital and Clinics during the fiscal year completed a new coronary care unit; a pediatric intensive care unit and a newborn nursery intensive care unit, thus offering more critical clinical care for an increased number of patients through specialized facilities, equipment and personnel to insure excellence in all levels of care.

Patients in the Shands Teaching Hospital and Clinics referred from every county in the state were recipients of major medical accomplishments. For example, ophthalmologists repaired detached retinas for 112 patients and transplanted corneas in 212, thus enabling improved vision; heart surgeons performed 159 open heart operations on patients ranging in age from infancy to adulthood, and surgeons also successfully completed the first live transplant of a kidney from brother to brother. The recipient patient was a University of Florida law student.

Discharge summaries on 31,243 difficult medical problems were forwarded to Florida physicians on patients they referred for admission to the Shands Teaching Hospital and Clinics during the fiscal year. The summaries reported laboratory data, diagnosis and treatment given or recommended for the patients by medical staff at the Health Center; 12,652 in-patient admissions, 1,332 newborns and 112,841 out-patient visits were recorded.

D. PHYSICAL PLANT

Construction was continued, with completion planned for 1970–71 for the Music Building, Graduate and International Studies Building and the Florida State Museum. Construction was initiated on the Psychology Building and plans were completed for the $30 million addition to the Health Center complex. Preliminary sketches were made for a University Activity Center, but the proposed student contribution was voted down in a student referendum, postponing the project. The crying need for extensive further construction, refurbishing and reconstruction became increasingly evident through the year—for the construction of the second and third buildings in the Biological Sciences complex, renovation of the Mathematics Building, University Auditorium and Library East and replacement of the obsolete instructional buildings surrounding the Plaza of the Americas.

The cost of inflation in the allocation of capital outlay funds from the 1967 bond sale has proved a major problem in providing campus facilities. The effect of dramatic increases in construction costs on project budgets has been disastrous. Major increases were made in order to accept construction bids from the 1967 allocation of $5,053,000 for the Florida State Museum, the Graduate and International Studies facility and the music and psychology buildings.

In order to keep Florida Gymnasium in use, it was necessary to provide for a $450,000 modification, although this program was not contemplated when the original capital outlay implementation plan was developed.

The funding of Project I, the first phase of the major expansion program of the J. Hillis Miller Health Center, was assured with the award of $19.7 million in construction monies by the National Institutes of Health and subsequent matching of $12.5 million in state funds.

Compounding the problem of providing facilities for growth and development on the campus is the fact that 13.5 per cent of the University's buildings are more than 40 years old and 4.5 per cent are of temporary frame construction. Funds for renovation and repair of existing structures were deferred and postponed in order to meet rising construction costs for newer projects.

E. STUDENT ACTIVITIES

University of Florida students have been active in service projects throughout the year. These range from tutoring and counseling to action in areas involving healthy environment. SAMSON, with 400 volunteer students working with the disadvantaged in the University city, served as the statewide model of Governor Claude Kirk's Operation Student Concern at more than 50 campuses across Florida.

Students established a facility for people who have drug problems and want help. The project, called "The Corner Drug Store," is located near the campus and is funded from the community, churches and individuals.

The concern for man's future in his environment became a national issue and was featured in "Accent '70," the week-long student symposium. An Environmental Action Group was organized to participate in disseminating information, planning activities contributing to environmental education and serving as a clearing house to direct individuals to specific groups in which efforts and abilities would be utilized.

The Office for Student Financial Aid achieved the major long-range goals which had been established during the previous two years. Approximately $10 million in loan, grant, employment and scholarship aid was administered by University personnel. This represented roughly 25 per cent of the total expenditure by students for their college expenses during 1969–70.

Probably the most important factor which permitted extensive staff development and training and contributed to the improvement of student services was the absence of staff resignations and replacements. For the first time the department was able to accommodate, in a smooth-flowing operation, some 8,000 applications for assistance.

F. ADMINISTRATION

A number of changes in key administrative personnel occurred during the year. Dr. Harry H. Sisler, Dean of Arts and Sciences, was appointed to the executive vice presidency of the University. Dr. Herman Spivey was made Acting Dean of Arts and Sciences. Dr. Robert Bryan was appointed Dean of Faculties in the Office of Academic Affairs, filling the vacancy left by Dr. Roy Lassiter who resigned to accept a position with the University of North Florida. Dr. Joseph N. Busby was made Dean of Continuing Education filling the vacancy created by the retirement of Dr. Marshall Watkins. Dr. Clifford Boyd was named Dean of Physical Education and Health replacing the retiring Dennis K. Stanley.

In 1971 the University will have its decennial visit by a team representing the Southern Association. The self-study which each university so visited is required to make is under the direction of former Vice President L. E. Grinter. Fourteen University-wide committees are covering such areas as students, faculty, administration, academic programs, finance, research and service. This promises to be the most thorough and expert study the University has had. It will not cease when the Southern Association team completes its visit but will continue on to complete a 10-year cycle.

During 1969–70 the complexity and inflexibility of the state system in personnel, purchasing and budget matters continued to be a problem, and it remains to be seen whether the efforts of the 1970 Legislature to provide relief will prove effective.

FLORIDA STATE UNIVERSITY

Stanley Marshall, President

GENERAL COMMENTS

The 1969–70 academic year at Florida State University can best be described as a year of change. During the year, the first full year under a new president, two new vice presidents were added and a third was sought. In addition, changes were made in the offices of executive assistant to the president, comptroller, and several other major administrative positions. New vice presidents are Dr. Paul G. Craig, vice president for academic affairs; Robert V. Peirce, vice president for administration; and acting vice president for student affairs, Robert Kimmel.

During the year, several significant building programs were completed: The Fine Arts Building, 109,000 square feet; Engineering Science, 52,000 square feet; Chemistry II, 61,000 square feet; and Chemistry II Auditorium, 12,000 square feet. The College of Law Building is under construction and scheduled for completion in July of 1971. Renovation of the Williams Building and DeGraff Hall has been funded, and will begin soon. The Psychology Building renovation was completed this year, and the renovation of Longmire Building was largely completed.

ACADEMIC AFFAIRS

Florida State, in the academic year 1969–70, acted to improve its instructional program through:

- Planning a biomedical science program whereby Florida State and Florida A & M Universities will join in providing the preclinical basic medical sciences of the first year of medical education for a number of students.
- Evaluation of courses University-wide to make them more relevant to needs of today's students and more appropriate to the quarter system.
- Establishment of the Division of Junior College Affairs to aid students transferring from junior colleges to the University. The director of the division is Dr. Marshall Hamilton, a former junior college president with broad experience and well known by the junior college leadership in the state.
- Inauguration of new doctoral programs in molecular biophysics and engineering science.
- Initiation of proposals for new doctoral programs in art history and urban and regional planning along with proposals for inter-departmental programs in criminology.
- Addition of three new departments: The Department of Theatre, Foundational Studies in Education, and Foreign Language Education.

Florida State and Florida A & M University have developed cooperative arrangements whereby it is possible for students and faculty of either university to have access to appropriate academic facilities and programs of both institutions. There was a steady increase in the number of students taking advantage of this program throughout the year.

The University's School of Home Economics continued to hold a position in the top five schools of home economics in the nation in terms of doctoral degrees conferred. The College of Law received final accreditation from the Association of American Law Schools and from the American Bar Association. The 1969–70 law graduating class continued the remarkable success which the College has experienced on the Florida Bar examination. To date, approximately 95 per cent of all graduates who have taken the Florida or another state bar examination have passed. The School of Nursing received accreditation by the National League for Nursing and continued approval

from the Florida State Board of Nursing. The school continues to lead the state in percentages of graduates successfully licensed to practice.

Florida State intensified its effort in 1969–70 to meet its obligation of providing a research program of excellence. Despite major revisions and cutbacks in Federal funding, Florida State has maintained its pace of steady increase of research dollar expenditures over the previous year's activity. The total in 1969–70 was in excess of $17 million compared to $15.4 million the previous year. Several major interdepartmental research programs, the Computer Assisted Instruction Center, Institute of Geophysical Fluid Dynamics, and Intermediate Science Curriculum Study, continued to grow in productivity as well as attracting additional sources of funding.

The end of the second year of the National Science Foundation Science Development award was notable in the addition to the Florida State faculty of eminent researchers, Dr. Richard Winzler, biochemistry, Dr. W. A. H. Rushton, psychobiology, and Professor Jaroslav Hajek in statistics. Two major research facilities were made available by the addition of mass spectrometry facilities and an x-ray crystallography laboratory.

As a state university, Florida State is conscious of its obligation to extend its program of service throughout the state. In 1969–70, through the Division of Continuing Education, the University offered 245 credit courses to 4,752 students enrolled in 26 counties. The Division of Continuing Education administered 177 conferences with a total audience participation of 16,964.

In the spring, several University departments and schools collaborated to stage the Fine Arts Festival, which was highlighted by the world premiere of Gian Carlo Menotti's first play, "The Leper," and included an honorary degree to Audrey Wood Liebling. Among the notables attending the event were playwrights Tennessee Williams and Truman Capote, Efrem Zimbalist, Jr., Eli Wallach, Henry Hewes, and Tony Randall. During the Festival, the anouncement was made of the establishment at Florida State of the American Theatre Library Museum.

The University's College of Education participated with Florida A & M and the State Department of Education in a tri-state teacher training institute project in early childhood education. The College of Education and A & M also implemented a seminar on improving intergroup relations for teaching and developed a program subsidized by the Southern Education Foundation for the establishment of a cooperative student teaching project in Leon County.

The School of Business offered seminars and institutes for executives in many fields of business and took steps to establish a center for the development of organizational research which would provide consultative leadership for company executives.

In Strozier Library the major development during the year 1969–70 was the installation of IBM check-out machines and the implementation of a computerized circulation system which will speed up and streamline procedures.

STUDENT AFFAIRS

The Division of Student Affairs undertook a self-study which was not expected to be complete until the fall of 1970; but the Division did determine a statement of goals: to assist the student as he progresses through the University to gain in self-concept, autonomy, aesthetic appreciation, integration of personal philosophy and self-evaluation. As a result, priorities were established for the 1970–71 year in order to maximize the effective utilization of available resources.

Some major student activities included: developing personal responsibility through the student court system; serving as group leaders in orientation, residence hall programming and international student programs; and serving in community day-care centers and tutorial projects. Through recognized student organizations, students participated in social, educational and recreational activities.

Black students have utilized a facility provided as a Black Student Educational and Cultural Center. Black students also partici-

pated in a special colloquium on racial problems and in the recuitment of both black students and staff members.

In the area of career planning, placement, financial aid and housing, the needs of the student body continued to be met to the maximum extent of available personnel and resources.

The Office of Financial Aid made 13,859 awards totaling more than $10,380,156. Total student financial aid the previous year was $9,642,452 in 13,393 awards.

It is anticipated that the final result of the divisional self-study will serve as the basis for an effective program undertaking, which will provide greater resources and better solutions to the problems of drug education, sex education, minority group matters, and student unrest.

ADMINISTRATIVE AFFAIRS

In the administrative sector of the University, the primary thrust has been restaffing and reorganizing to provide the necessary management leadership. New appointments include nine persons with extensive experience in business and educational institutions.

Advanced planning functions have been established in general administrative, financial and facilities areas. These functions have the objective of providing program planning coordination to help assure the necessary administrative support and facilities required by the growing University community.

The Administrative Data Processing department has been substantially restaffed and reoriented to provide, in close coordination with the Board of Regents Office of Management Information System, needed computer-oriented systems for the Registrar, Library, Admissions Office, Comptroller and other offices on campus.

Programs have been initiated in the Comptroller's Office to provide improved accounting procedures and management reports, financial analysis of operations, better investment management, and more effective contract and grant financial procedures and reports, in addition to advances in accounting systems being made in conjunction with Administrative Data Processing.

The University Health Center made strides in the development of better student health care, including a new appointment system to enable students to receive prompt attention with a minimum of waiting.

A comprehensive, detailed program of action in personnel relations for the next five years has been developed by the personnel director. The plan calls for effective new approaches in employee training and development, including a special program proposal for the training of certain minority group personnel in order to qualify them for advancement.

Contemporary business management methods are being introduced in food services, duplicating, purchasing and other areas of Business Services.

Significant reorganization has taken place in the plant operations and maintenance function.

UNIVERSITY RELATIONS

The Division of University Relations showed continued progress in the areas of communication with the University's various publics, gifts to the University, official publications and alumni affairs.

The largest gift was that of the Duval Hotel in Tallahassee, which was given by Jacksonville businessman William H. Johnston, Sr. The 131-room hotel, with an appraised value of $1 million, will be used primarily for student housing and academic grant-supported office space.

Another major gift was land valued at $100,000 which will be used for parking at the new Fine Arts Building. It was donated by Miss Ruby Diamond of Tallahassee, a 1905 graduate of the University.

The Offices of Development and Information Services cooperated in helping stage the 1970 Fine Arts Festival which brought to the campus the largest press corps ever to attend a single event of this kind.

The Office of Information Services expanded and improved upon its media contacts and improved both the quality and quantity of its

publications for internal and external readers.

The Office of Publications assisted in combining the general catalog and graduate bulletin into a new University catalog. One of the many publications designed by the Office of Publications for the College of Education received the Champion Papers Graphic Arts Award.

The Office of Alumni Affairs, which now has records on more than 50,000 alumni, expanded its services to more than 200 different schools, departments and organizations of the University. These services covered such areas as address and biographical research; direct mail design and assembly; fund raising consultation; and ticket sales and promotion.

MAJOR PROBLEM AREAS

Our major problem areas continue to be adequate financing, adequate facilities, and student unrest.

The budget for the 1970–71 year will be the most stringent in at least a decade, and comes at a time when there are pressing needs for new programs; and a need for programming in many areas where there has been under-financing and planning in the past. Therefore, this appropriation must be stretched to cover a wide variety of pressing needs which includes increasing library books, including the Law Library; and repairing and renovating a number of buildings (we now have more than 20,000 square feet of space which cannot be used because it has been condemned).

During 1969–70, Florida State students showed the same symptoms of student unrest which are so prevalent throughout the nation. The University recognizes many of the student concerns as legitimate ones; and during the 1969–70 year considerable efforts were made to work with students in trying to solve these problems. One of the goals of Florida State University in 1970–71 is to make certain that the University is responsive to the needs and the interests of the students and of society—and where these appear to be in conflict, to find ways to harmonize them.

A LOOK AHEAD

Looking to the future, Florida State University will continue to emphasize quality in all of its endeavors. The administrators, faculty, staff, and students will be encouraged to question all of today's methods, to innovate, to experiment, and explore new fields. The future belongs to those who are bold enough and willing to explore and test new methods. And Florida State plans to be part of that future.

To meet the high goal of excellence which has been set at Florida State University, there is a need for: adequate funding, a dedicated faculty and staff, an intelligent and willing student body, and an understanding by all of the people of Florida.

The Florida Legislature has been diligent in funding higher education in the past and the University is confident that as the Legislature is more fully appraised of educational goals and aims, it will continue to appropriate adequate finances. At Florida State there is a dedicated faculty and staff and a highly capable student body. These factors combined are the ingredients for an outstanding university.

The people of Florida will, in the future, hopefully have a better understanding of the University community.

In years past, and in particular last year, much progress has been made at Florida State. The University must now demonstrate to the people of Florida that it is dedicated to excellence and that the cost to operate the University is a wise investment. Higher education needs the support of the public today more than at any time in memory.

Working together, the University's faculty, staff and students shall continue to move forward toward that peak of excellence.

FLORIDA A & M UNIVERSITY

Benjamin L. Perry, Jr., President

The 1969–70 fiscal year must be viewed as a most crucial one in the development of Florida A and M University. During this period of unprecedented change, turbulence and distractions, it undertook the multitudinous tasks of setting new goals, broadening the scope of its programs, improving the quality of its academic offerings, increasing the efficiency of its fiscal operations, expanding student involvement in administrative affairs, increasing financial support from the private sector, realigning administrative functions, planning new facilities, and launching new missions to help solve the people's problems.

There was a continuum of new problems to challenge an administration that had just assumed office. The University has since undertaken many new responsibilities that were non-existent less than two years ago.

An initial concern was for strengthening the organizational structure in order to contribute more effectively to the achievement of the University's purposes. This led to organizing all administrative responsibilities under four major areas; namely, Academic Affairs, Administration and Fiscal Affairs, Student Affairs, and University Relations and Development. Each area was placed under the jurisdiction of an officer directly responsible to the President. This report will reflect the major developments under each of these areas.

ACADEMIC AFFAIRS

The faculty's Role and Scope Study of 1968–69 provided an operational framework for Academic Affairs. The year 1969–70 marked the implementation of Phase II of this Study. Each major instructional unit reexamined curricula and courses of study in terms of the major thrusts projected in Phase I.

Extensive use was made of consultants by the Schools of Nursing, Pharmacy and Technology. Emphasis was focused on (a) up-dating course content and fitting it into a quarterly calendar, (b) relevancy of offerings and content to current needs of students and society, (c) more effective use of technological aids of instruction, and (d) innovative devices and techniques of teaching and evaluation. The School of Pharmacy gained accreditation by the American Association of Pharmaceutical Education. The School of Technology initiated its new degree curriculum, Bachelor of Technology. It has begun preparation for accreditation by a visit from the Engineering Council for Professional Development. The School of Nursing retained its accreditation by the Florida League of Nursing but unfortunately was not accredited by the National League of Nursing.

The School of Agriculture and Home Economics and the School of Education are in a state of dynamic change as encouraged by new leadership. The College of Arts and Sciences concentrated mainly on improving the quality of instruction.

Significant changes in the program were induced by the inauguration of supportive programs and services as follows:

1. The Basic Studies Program
2. The Instructional Media Center
3. The Counseling Center
4. The FAMU-FSU Cooperative Arrangement
5. The Honors Program
6. The Student Exchange Program
7. The Faculty Exchange Program
8. Voluntary class attendance except in specified disciplines and programs
9. The satisfactory-unsatisfactory grading option
10. Student Evaluation of Courses and Teaching

Many persons were served through off-campus, credit and noncredit courses, workshops, and seminars under the Division of Continuing Education.

There are four major deterrents to the complete implementation of the programs and services envisioned: (1) Lack of faculty support personnel, (2) Inadequate facilities for specialized needs and services, (3) Lack of proper coordination of grants, special programs and evaluation activities, (4) Need for "catch-up" funds to finance adequately existing programs and supportive services.

ADMINISTRATION AND FISCAL AFFAIRS

In order to maximize efficiency and effectiveness in administration and fiscal affairs, it became necessary to appoint a vice president and comptroller and to re-organize offices, realign functions and duties, and reassess responsibilities. This resulted in some satisfactory results; namely:

1. Establishment of a Personnel Office with full-time director. The office is developing programs for Employee Orientation, Management Development and Training, and for computerizing personnel records.
2. Though understaffed, the Purchasing Office improved its policies and procedures of buying goods and services.
3. The Department of Plant and Grounds reorganized into five functional areas that resulted in many identifiable improvements.

Less than satisfactory progress was made in the Accounting Department. Personnel problems, inadequate space, obsolete equipment and increased budgetary preparation, due to annual legislative sessions, plagued this area. The administration will concentrate on these problems and effect the needed changes.

It must be noted that the $13,000 increase in Operating Capital Outlay funds did not cover the amount of increase in the cost of items routinely purchased.

In keeping with the system-wide emphasis on the Program-Planning-Budgeting-System (PPBS), the functions of planning were considerably increased and elevated. Numerous in-service training programs were sponsored for upgrading the levels of efficiency of administrative and career service personel.

STUDENT AFFAIRS

The first Vice President for Student Affairs, in a very short period, has progressively moved away from the traditional stereotype student personnel worker and has promoted a Division of Student Affairs that supports more student power and concurrently demands more student responsibility.

Housing, financial aid and health services remain critical student services. Housing projections and current negotiations should relieve some pressure. Development of a proposal to offer 24-hour health service is being explored. Efforts are being made to secure adequate funds for the improvement of planned programmed activities.

Enrollment projections indicate that the University can expect a steady increase in its student population each year to 1977 when it will be serving 5,140. With this growth will come demands for more housing, teachers, classrooms, scholarships and loans. Serious efforts are being made to attract a larger number of white students in keeping with federal desegregation guidelines.

UNIVERSITY RELATIONS AND DEVELOPMENT

Recognition of public relations, development, and alumni work as major university responsibilities led to the organization of these units into a major administrative area. The primary functions are geared to developing the necessary supplemental resources that will help in the optimum advancement of the University's program. These include such activities as the dissemination of information, fund raising, alumni relations, production of official publications, state and federal liaison, and facility planning.

Although this area was not fully staffed,

some of the accomplishments were noteworthy. Fund raising efforts netted $132,000 from private donors, foundations, and business; $14,500 from the alumni; and $48,000 from the faculty, staff and local community. A matching challenge grant of $19,651 was made by the Alfred P. Sloan Foundation. A total of $1,654,059 was received on contract and grant awards from federal agencies.

Communications with graduates and alumni groups were improved, pertinent data for administrative planning were compiled, considerable planning activity was centered around eight projected major building and renovation projects, and interviewing facilities for the placement bureau were improved.

RESEARCH

By comparison, research efforts at the University have been meager, due partly to a lack of planned faculty time.

It must be noted, however, that the desire to explore, expand, and add to the world of knowledge is also characteristic of this faculty. It is gratifying to report that an increasing amount of faculty and student time is being devoted to research in a widening variety of disciplines and projects. One particular research project focused national and international attention on the University. It was the International Conference on Ephemeroptera (Mayflies) held on August 17–20, 1970 on our campus. It stemmed from the extensive mayfly research in progress at the University.

The faculty members are to be commended for their professional writings. Three books and contributing chapters in four others were completed for publication. Seventeen articles by them appeared in professional journals.

SPECIAL PROJECTS AND COMMUNITY SERVICE

Our thrust for increased Community Services and assistance to the people with their problems has brought benefits to many through the following special projects:

1. Manpower Development and Training Project
2. The Upward Bound Project
3. The 13-College Curriculum Project
4. Short Courses on marriage and family life
5. SOS Project (See-Organize-Solve—a self-help community improvement project)
6. FAMU of Tampa (Affiliated with Model City Program)
7. Community Reading Clinics

NEEDS, PROJECTIONS AND RECOMMENDATIONS

Funding for renovating and updating several old structures; appropriations for needed new facilities to house expanding programs and services; catch-up funds to provide for equipment and supportive services for quality educational programs; housing accommodations, financial aid, and improved health services for a growing enrollment constitute the major problems and areas of greatest need.

It is exceedingly clear that with the system-wide commitment to more comprehensive planning, these activities at the University must be continuous and focused at this time on the completion of our Master University Plan based on long-range goals as well as ways and means for their attainment.

Updating of the Master Campus Plan to facilitate immediate facility planning is needed.

We consider efforts to improve the quality of teaching and learning and provide academic programs of excellence and relevance at the lowest possible cost to the students we serve as a continuing university goal.

Increased efforts directed towards helping with community problems are envisioned.

Some exciting and dramatic building projects are planned for immediate and long-range development. Approximately 7 million dollars worth of new facilities are scheduled for immediate construction including a new School of Pharmacy, a high-rise women's dormitory, an 86-unit married students housing project, a 50-unit Mobile Home Complex and major

renovations to Coleman Library, the Science Building and University Dining Hall. In projection are a Communication Center, Student Infirmary, School of Business, Maintenance Building, Women's gymnasium and a Student Union totaling nearly $11 million dollars. We therefore designate the ensuing decade as the "Developing '70's" for FAMU.

UNIVERSITY OF SOUTH FLORIDA

Dr. John S. Allen, President*

ENROLLMENT TRENDS

At the end of its tenth year of operation, the University of South Florida had grown in programs and enrollment to considerably exceed any projections made when it opened with a class of 1997 freshmen in the fall of 1960. By 1980, it will have the largest enrollment—about 33,000 students—in the State system if current estimates are accurate.

The growth is occurring on both the original campus in Tampa and the second one on the St. Petersburg bayfront where over 1,000 students, of the 1969–70 total enrollment of nearly 15,000, were taking courses. The combined 1970 summer session enrollment of approximately 9,000 was the largest at any of the State universities.

USF is clearly emerging as an urban university. Some 75 percent of the students on all levels were commuting with a substantial percentage of these attending on a part-time basis. To accommodate those who have daytime employment as well as to make maximum use of classrooms and other instructional space, an increasing number of courses are being offered in the 5 to 10 o'clock evening period.

Some noteworthy enrollment trends are evident. In the summer of 1969, 400 more junior college transfer students than in the previous summer chose to begin their studies at USF rather than wait for fall entrance. During the other quarters, upper level and graduate enrollments continued to expand but freshman enrollments remained nearly constant. Enrollment on the St. Petersburg campus, where no lower level instruction is offered, nearly doubled.

* Retired effective August 31, 1970; Dr. Harris W. Dean appointed Acting President.

ACADEMIC AFFAIRS

New academic developments during 1969–70 included addition of the Ph.D. program in urban elementary education; USF had previously inaugurated Ph.D. programs in marine biology and chemistry.

Masters programs approved by the Florida Board of Regents during the year were for Linguistics, Economics. German-Education, and Political Science. Masters programs in History and Geography were inaugurated. Expansion was planned for the Master of Business Administration to offer a specialization in Marketing beginning in 1970–71.

On the undergraduate level, a B.A. in Mass Communications was offered for the first time, the Program of Dance was expanded into a full department, the interdepartmental maior in Religion was consolidated, and the Modern Language staff from the College of Basic Studies was transferred to the College of Liberal Arts to achieve a unified department.

The Bachelor of Independent Studies (B.I.S.), instituted in 1968–69, grew in popularity and received the approval of the Southern Association of Colleges and Schools in December. The first B.I.S. seminar was conducted and periodic group orientation conferences were held. The director of this program was coordinator for the National Conference on Adult Degree Programs and became treasurer of the Special Adult Degree Program Division of the National University Extension Association.

In each of its colleges—Basic Studies, Business Administration, Education, Engineering, and Liberal Arts—there were innovative changes and expansions as the university continued to seek to individualize the experience of each student by combining new and novel educational techniques with the best of the

traditional approaches to the study of disciplines and the achievement of degree goals.

Continuing Education conducted 158 programs with approximately 9,700 enrollees. These programs included several national conferences, non-credit programs carried on to serve the needs of industry, and a summer youth program.

COOPERATIVE EDUCATION

The Cooperative Education Program continued to grow in both student participation and in cooperation from business, industry, and government with more desired work experience available to the students. The director of this program served as president of the National Cooperative Education Association. Its staff has actively participated in the operation of the Southeastern Center for Cooperative Education and in several research and educational study grants. The inauguration of an off-campus term for Liberal Arts students and the enlargement of the International Studies Program, with increased opportunities for studies abroad, augmented the breadth of societal participation experiences provided for USF students.

Apart from the formal academic programs, students are gaining valuable experience as volunteers in varied community service activities, including the Model Cities programs and projects of area city and county governments. It is estimated that perhaps 1,000 students, with faculty and staff also aiding on a volunteer basis, are regularly involved in such activity.

An indication of the maturity of USF at the end of its first decade is in the 144 sponsored research grants in effect at the end of 1969–70. There were 144 with a value of $5,697,977, up from 95 and $3,509,174 the previous year. The value of the new grants received in 1969–70 almost equaled the total in effect the year before.

MEDICINE AND NURSING

Development of the College of Medicine advanced significantly during the year with the appointment of the dean, submission of an application for a Federal Construction grant for medical center buildings, recruitment of eight faculty members, and development of a curriculum and program of medical education which led to initial accreditation by the A.M.A.—A.A.M.C. Liaison Committee. The medical school and the College of Nursing, for which preparations also progressed during the year, anticipate admission of the first students in the fall of 1971.

STUDENT AFFAIRS

Student unrest was evident on the USF campus, but it brought no violence or disruption of scheduled classes. The programs of the Student Affairs staff, in conjunction with those of other university divisions, unquestionably contributed significantly to the rational attitudes and acts of the USF students, even at peak periods of nation-wide student reaction when many other campuses experienced disruptions.

In its urban location, USF is serving students from lower-income families and an increasing number from disadvantaged backgrounds. In 1969–70, $3,357,561 in financial assistance was made available to students, 1,899 received loans, and 1,147 obtained scholarships and grants.

Black student programs in all areas of equal opportunities (including black staff, curricula, financial aid, recruitment, and advisement) appear to be assisting the more than 300 black students become successful at the university. The USF "Affirmative Action" plan was commended by the U.S. Department of Health, Education, and Welfare for its positive approach.

PROBLEM AREAS

Current and foreseen problems at USF include insufficient staffing to properly support the academic departments. This condition results, in part, from the disproportionate service required for the high percentage of part-time students. Facilities, now approved and funded,

will not accommodate the projected future enrollments. As a newer and fast-growing institution, the University of South Florida has constantly been under the pressure of maintaining high standards for more students than staff and facilities can adequately serve. These and associated problems are under continuing study and discussion with the Florida Board of Regents staff.

SUMMARY

During the year, the university initiated its tenth year self-study in preparation for the Southern Association of Colleges and Schools' review for continued accreditation. This study was started early to be helpful in planning for the University's future.

As its first decade neared its end, USF was receiving laudatory recognition in its community. A USF team made four appearances on the NBC GE College Bowl program in May and June. Area mass media enthusiastically followed the team's successes which netted $10,000 for scholarships. Large crowds welcomed the team at Tampa International Airport after each television appearance.

The Greater Tampa Chamber of Commerce was host for a community event at which the U.S. Commissioner of Education was the principal speaker. The Tampa Tribune and the St. Petersburg Times each published special sections about the same time featuring USF. The university reciprocated with an open house attended by several thousand area residents.

FLORIDA ATLANTIC UNIVERSITY

Kenneth R. Williams, President

The single recurring theme in the development of Florida Atlantic University has been our conviction that we must all be prepared to live with change at an ever-accelerating pace. This conviction supplies the foundation for our academic programs which prepare students for lifetimes of learning rather than with finite bodies of information. This conviction undergirds our continuing self-analysis and our readiness to modify our plans. The conviction itself is substantiated by the speed with which Florida Atlantic University has gone from the position of a new, innovative, untried, experimental institution to that of a trail blazer. Already the State University System of Florida has established three additional upper division universities in the FAU pattern and other states are either embarked on such plans or giving them serious consideration. Officials from these states have visited FAU to study its experience. The junior college—upper division—graduate university pattern is well-established for the remainder of this and for the 21st century. The problems we have faced and for which we have found solutions have been removed from the paths of those universities which follow us.

There was a time when the pat answer to every problem which arose—budgeting, teaching loads, enrollments, student participation—was, "Convert to a four-year university; take in freshmen and sophomores." We have successfully resisted that solution which would have been a retreat to a conventional status quo. Energies are instead directed toward finding solutions to the challenges of today's world in which the ability to change has replaced maintaining the status quo as a satisfactory operational method. Though Florida Atlantic University is still less than ten years old, such is the pace of history today, that it can no longer be set apart by its newness, its uniqueness, nor its innovative methods. As we approach the end of the first decade, still two years away, an historical perspective already emerges.

The years 1962–64 are characterized as the Planning Years. Nineteen sixty-four to 1966 were the Experimental Years. Nineteen sixty-six to 1968 were the Modification Years. Nineteen sixty-eight to 1970 have been the Consolidation Years. Faculty, administration and students agree that FAU stands proud in the academic world and in the community which we serve.

STUDENT CHARACTERISTICS

On campuses across the nation, disruption, destruction and tragedy have attracted worldwide attention. Because of this current interest in what is generically called student activism, I should like to comment first on students and student participation at Florida Atlantic. There are a number of distinguishing characteristics about our student body. In comparison to the students at conventional universities, Florida Atlantic students are older and more mature, more of them are married, more of them are contributing to the cost of their own education, and many are entirely self-supporting. They are more goal oriented. Destruction and disruption are not their "thing." On the other hand, active participation in the formulation of policies which affect their academic careers and their living arrangements are very much their "thing." During the last two years, we have increased student participation throughout the University. The University Senate was initially constituted as the bastion of the faculty and a few administrators who held membership by virtue of their offices. Now the student body also elects full voting members to the University Senate. Students sit on all Senate committees with the single exception of

the Promotion and Tenure Comittee. Through membership on the Curriculum Committee and through the Advisory Comittees to the College Deans, they have a clear voice in shaping academic policies. They operate their own judicial system and participate in the establishment of housing regulations. They developed the dorm visitation policy and are responsible for maintaining its effectiveness through self-regulation. Today, FAU has a pattern of internal governance which will effectively involve administration, faculty and students in institutional policy making.

There has been one confrontation on the campus. It came over the issues of lowering the U.S. flag and closing the University following the deaths of four students at Kent State University. The exchange of a few heated remarks (at the foot of the flagpole) between administrators and students was as hot as the confrontation got. At no time was there a need for campus security officers to intervene. Following this one confrontation, a series of conferences among student leaders and officials of the University was held. As a result, a very moving and serious memorial service took place with the participation of a broad spectrum of students, faculty, religious and other groups. Students know that University officials mean it when they say that no disruption of normal university pursuits will be tolerated. They also know that every courtesy will be extended to those students who seek to demonstrate their dissent on issues of public concern, so long as the rights of others are not disturbed.

COMMUNITY SUPPORT

Another measure of Florida Atlantic University's development during the last years has been its growing acceptance in the communities of which it is a part. Residents of Boca Raton and other nearby small cities support our cultural programs in music, theatre, films and lectures. Our outstanding theatre, barren for several seasons, is now fully equipped and lighted almost all the time.

This awareness of FAU through its enrichment of the local scene results also in increased demand for services—programs to supply the highly specialized manpower needed for government, business and industry in our urban environment. The College of Engineering, with sizable support from the area's business and industry, has been opened, giving a home to our very successful Department of Ocean Engineering, and to new departments of electrical and mechanical engineering. A master's degree is now authorized in ocean engineering, and our grant from the federal government for our cooperative work-study program has been extended.

JUNIOR COLLEGE RELATIONS

Florida Atlantic University depends largely upon the junior colleges for its student body. We have worked closely with the junior colleges in developing academic requirements so that students may make the transfer without difficulty. We view the junior colleges as our full partners in the education of our students. In response to the demands of junior college instructors, we have designed our first doctoral program for them. The Doctor of Education degree is available in curriculum and instruction with special emphasis on junior college teaching. The Education Specialist degree is available in guidance and school administration as well as curriculum and instruction. We are proud of the expansion of our programs in professional education because we believe one of the most meaningful contributions a University can make is the preparation of well-qualified educators on all levels.

Another outgrowth of our close relationship with both our junior college partners and the business community is the development of applied baccalaureate programs. These provide a continuum for the graduate of the two-year technology programs which the junior colleges have developed so admirably and furnish the area with the highly skilled manpower it needs.

Programs in law enforcement and in computer systems are underway. Nursing and health-related curricula leading to applied degrees are being developed. These programs

have been placed in the already-existing Colleges of the University, as will future programs, rather than in a discrete college of technology. In this way they contribute to the solution of what has been FAU's most vexing problem.

FACULTY

The problem—one that will beset all new upper division universities if they do not guard against it—was that of providing a sufficient number of faculty positions for the various specialties required to launch major programs in the fundamental arts and sciences. In the conventional four-year university, the teaching load of the arts and sciences faculty is heavy with lower-level introductory and service courses. At FAU, no such courses are offered. In addition, a smaller percentage of junior college graduates majors in arts and sciences than do students moving into the upper division of the four-year university. Institutional research at FAU indicates that when a full-time equivalency of 5,000 students is reached, the student body will generate enough arts and sciences majors to support the diversity of faculty required for academic excellence. In 1970, FAU will reach that critical point. Meanwhile, the steps we have taken to deal with the problem not only serve as a guide to those who follow us, but have in themselves provided additional benefits to the University.

In seeking solutions to increasing productivity of arts and sciences faculty, professional programs in education and business and public administration were reshaped to employ a greater than conventional number of upper division service courses taught by the arts and sciences departments.

The placing of the applied degree program in law enforcement in the College of Social Science and the applied degree program in computer systems in the College of Science achieves the same result of utilizing the extensive talents of a highly specialized faculty without increasing the administrative hierarchy.

Meanwhile, graduate programs together with supporting research were developed in the arts and sciences disciplines as rapidly as possible, bringing FAU ever closer to its goal of three-year programs leading to the master's degree in all departments.

The Faculty Scholars Program, designed originally on an experimental basis as a means of attracting more students interested in fundamental knowledge, is now an established part of our program. More than one hundred of these bright high school graduates will be admitted in September, 1970, and will be permitted to earn the bachelor's degree in three years of upper division study The goal is 500 new Faculty Scholars each Fall Quarter.

NEW RESOURCES

The most significant acquisition of the year has been the gift of the Pine Jog Conservation Center, a 30 acre tract 25 miles north of the campus abundant with vegetation and animal life in its natural state. The donation was made by Mr. and Mrs. Alfred G. Kay with the cooperation of the Florida Audubon Society and the FAU Foundation. The Kays have also arranged to continue their support of various educational programs at Pine Jog which they have founded and maintained for many years. This provides our Department of Biological Sciences with an unparalleled resource for field work. Already a program in Conservation has been instituted, moving us forward in the field of ecology and environmental control, perhaps the most critical concerns of mankind today.

Arrangements have been successfully completed with the Florida Game and Fresh Water Fish Commission to construct a laboratory on our campus for the study of non-native or exotic fish. This enhances the opportunities for specialized study by our students and further strengthens the relationship of our faculty to other governmental agencies. The numerous research grants and contracts held by our faculty and the demonstration and service projects funded by federal agencies and foundations continue to increase. During 1969–70 such work totaled $2.2 million.

Our Foundation and the Alumni Association continue to enhance the position of the University. Our intercollegiate athletic program

was successfully launched with a tennis team which brought to FAU its first official athletic competition victories in a number of matches. Additional sports will be added as rapidly as a qualified coach and team members can be secured. In 1969 a large classroom building and offices for the Colleges of Education and of Business as well as a swimming pool were opened, increasing the value of the campus plant by $3,000,000. All facilities experienced greatly increased utilization. The beauty of the campus was recognized by the Florida Nurserymen and Growers Association which presented FAU its 1970 Landscaping Award of Excellence. Much that is worthy of special mention must be omitted in the interest of space.

The last two years—our period of consolidation—have been eminently satisfactory. Florida Atlantic University has emerged as a cohesive unit—faculty, students, administrators, bound up in an enterprise designed to further knowledge in the cause of mankind. To this end we shall continue to dedicate our best efforts.

THE UNIVERSITY OF WEST FLORIDA

Harold Bryan Crosby, President

As The University of West Florida begins its fourth full academic year, it is showing well-defined signs of maturing while at the same time maintaining a willingness to entertain new and innovative ideas

The period from July 1, 1969 to June 30, 1970 has been most indicative of this trend. UWF has shown steady progress in keeping faith with the primary objectives as set forth to the Board of Regents even before the first students arrived on campus in September 1967.

Substantial steps have been taken to reinforce those goals:

1. To afford the increasing number of Florida junior college graduates the best possible opportunity for continuing their education in pursuit of a baccalaureate degree. The university is now also offering several master's degree programs, adding strength to the 28 undergraduate programs.
2. To provide this extended educational experience with the special needs and requirements of the student, the individual, as the guiding principle. This attitude pervades all areas from the planning of academic programs to the quality of student life in such areas as faculty counseling and over-all campus living conditions.
3. To remain willing to attempt new methods of accomplishing tasks unfettered by outmoded traditions and habits.

As one of the state's two operating upper-level institutions, accepting only juniors, seniors and graduate students, The University of West Florida remains unique in the State University System as it continues to develop an administrative organization which facilitates learning by bringing faculty and students into a new kind of academic and residential kinship. The foundation of this organizational structure rests on the small college cluster concept which will permit no more than 2,000 students each in what will eventually be five small arts and sciences colleges, each with its own broad curricula and a faculty from widely representative disciplines.

CAMPUS GROWTH

Physical evidence of growth in this regard became visible when the first faculty office and classroom buildings were occupied by Alpha and Gamma Colleges during the fall and winter quarters of 1969–1970. These attractive buildings, constructed at a total cost of $1.26 million, form the nucleus of the campuses for these two colleges. A $200,000 project to extend the main campus road to the vicinity of these buildings and to parking facilities is now under construction. When additional buildings are added to these colleges, (a $1.5 million biology and chemistry laboratory building has been funded for Gamma College) many of the original buildings now shared by the three colleges will become part of the Omega College complex.

Unfortunate delays in the building program have slowed the development of these colleges and have denied them in considerable measure the identity which they will ultimately have. The severe lack of on-campus student housing has also hampered their progress. At present there is on-campus housing for 476 single students only. The housing office continues to turn away applicants and off-campus housing is reaching the saturation point. Because of the relatively distant location of the campus from Pensacola, students living off-campus are driving an average distance of 10 miles each way to attend classes.

ACADEMIC PROGRAM

The quality of the university's academic programs was recognized in December 1969 when UWF was admitted to membership with full accreditation of undergraduate programs by the Southern Association of Colleges and Schools. The faculty must be commended for having accomplished this important goal in the minimum time allowed under the association's regulations.

The university has awarded 1964 bachelor's degrees and 51 master's degrees in its first three academic years.

The university's master's students first received their degrees on campus at commencement ceremonies in June 1970, although advanced degrees were awarded in January at the university's Corpus Christi Naval Air Station Center to selected naval student pilots in the Navy-financed aeronautical systems program. The master of arts degree was first offered in elementary education, English and history. The master of science degree was offered in biology and aeronautical systems. The master of business administration was instituted in 1969.

Two additional master's level programs in political science and psychology will be initiated starting with the 1970–1971 fall quarter. As with all UWF graduate programs, they are logical continuations of junior and senior offerings. The university expects to add new graduate degree programs each of the next several years.

FACULTY

Improvement in both quality and numbers of full-time instructional faculty continues to grow. The faculty increased from 112 when the university first opened its doors in the fall of 1967 to 224 in 1969–1970, with an earned doctorate proportion of nearly 67 per cent. Recruitment of faculty continues to be based on the special needs of an upper-level institution with emphasis placed on academic background, an expressed interest in teaching and counseling students, a willingness to accept the university's philosophy and objectives and a desire to improve educational programs and techniques.

ENROLLMENT

Enrollment has continued to increase at a steady pace permitting some measure of expanding services and facilities in a controlled and economically sound manner. Total FTE enrollment has grown from 1,355 in 1967 to 3,180 in 1970. An estimated 3,500 students are expected to enroll for the 1970–1971 fall quarter.

LIBRARY SERVICES

A major factor in the accreditation by the Southern Association of the university's undergraduate programs was the high quality of its library services. The John C. Pace Library is among the fastest growing academic libraries in the country. Considerable acquisitions from non-state sources have been an important contributing factor in this growth. Acquisition of the 250,000th volume was announced at a Board of Regents meeting on the campus in April 1970. The university's plans call for the doubling of that capacity by 1975.

SERVICE ACTIVITIES

While the University of West Florida's major emphasis remains that of educating students, it has not ignored its public service responsibilities to Northwest Florida. The university founded and continues to support actively the West Florida Natural Resources Council which was officially established by the Governor in June 1969. This council is currently working with other state agencies in the planning and preparation of a statewide environmental inventory. Such an inventory is the necessary first step leading to the development and maintenance of the environmental quality which the people of Florida require. The executive secretary of this council is a faculty member who also heads the university's environmental studies programs.

The university has also provided extensive in-service training involvement with the public

schools and has provided faculty counsulting services to local agencies. A number of institutes and workshops for business, industry and the public schools have attracted considerable interest and participation.

The university continues to experience growth in academic offerings at its centers at Eglin Air Force Base as well as at selected population centers in Bay, Escambia, Holmes, Okaloosa, Santa Rosa, Walton and Washington counties. During the coming year it is expected that a continuing education center will be activated in the Panama City area.

Cultural offerings through the University Theater, Faculty of Music and forum and lyceum programs continue to be upgraded, and interest in these areas by the general public grows each year.

Certainly one of the most pleasant aspects of planning and building the University has been the cordial and cooperative attitude of the West Florida community. The community continues to show a readiness to help when help is needed.

The university is grateful to the University of West Florida Foundation, which, during its brief lifetime has already generated $326,898.97. Most of these funds have been used to help deserving and needy students. With Foundation grants, matching moneys, and other funds, the university has been able to provide a total of $1,164,004 in scholarships, loans and other assistance to some 3,370 students. A large percentage of UWF students would be unable to continue their education without such help.

UWF's success as an upper-level institution gained wide-spread recognition in June 1970 when an International Conference on the Upper Level University Junior College Partnership was held on the campus. More than 100 higher education professionals, educational consultants and other experts met for three days to discuss this broad subject. The delegates represented nine foreign nations and some 40 states. The conference, funded by the Frank E. Gannett Newspaper Foundation, is the first of its kind to be held and brought those who are the most knowledgeable about the junior college/upper level university partnership to the UWF campus.

PLANS FOR THE FUTURE

With realistic confidence, The University of West Florida looks to the future. It is the university's responsibility in planning to employ the best judgment, on the basis of available information, to reflect the developing capabilities of the university and the justifiable needs of the State, especially the West Florida area.

In charting its immediate future, the university bases its projections on these principal considerations:

1. Enrollment projections for the next ten years, which show a 1976 enrollment of 5,556 (5,291 FTE) upper division, 1,982 (1,321 FTE) beginning graduate, and 96 (64 FTE) advanced graduate students; and a 1981 enrollment of 9,330 (8,886 FTE) upper division, 4,323 (2,882 FTE) beginning graduate, and 360 (240 FTE) advanced graduate students.
2. Current and future needs of the West Florida region, which for some years seem likely to be relatively heavily oriented toward professional, technical and applied programs.
3. Strong indications that the West Florida coastal region, which has enjoyed steady growth for many years, will experience a dramatic increase in growth rate beginning in the latter part of this decade.
4. Use of interdisciplinary programs insofar as feasible to avoid duplication.

The major problem facing the university at this time is the need to establish a predictable and reliable source of capital outlay funds. Whatever the nature, scope and number of programs to be supported, and whatever the level of support, it is impossible to plan the effective use of the state's higher education resources unless the physical facilities required for their support can be scheduled with reasonable certainty.

FLORIDA TECHNOLOGICAL UNIVERSITY

Charles N. Millican, President

INTRODUCTION

This annual report describes briefly the achievements, the philosophy, the challenges, and the contributions by the faculty, staff, and students at Florida Technological University.

It also reflects the progress that has been made during the past year. The University has achieved a reputation that amplifies the trust and the hopes that were placed in the Administration when the plans for FTU were first revealed by the Florida Board of Regents.

The singular status of the University in a region that shows every sign of unprecedented growth provides challenges which will call for increased dedication by all concerned to exhibit the necessary farsightedness to carry FTU through and beyond the decade.

It is with these thoughts in mind that this report is presented.

ACADEMIC AFFAIRS

New and Expanded Programs: The growth of all programs increased proportionately with the increase in enrollment from approximately 1500 to 3200 students.

Master's Degree programs have been initiated in two fields, education and business administration. Proposals to initiate master's level graduate studies have been prepared in the remaining four colleges.

The College of Humanities and Social Sciences, one of the largest at the University, has been reorganized into the College of Humanities and Fine Arts and the College of Social Sciences.

Seven additional clinical and professional courses in Medical Records and Inhalation Therapy were offered in the newly created Department of Allied Health Sciences.

The Intercollegiate Athletic Program, under the auspices of the College of Education, has been expanded to include basketball and tennis.

The institute of Fresh Water Ecology, an interdisciplinary unit, has been established to solve environmental problems associated with our inland waters.

Readers Services personnel have compiled 52 separate bibliographies and handled some 1400 interlibrary loan transactions. The biweekly Current Awareness List, compiled and edited by Readers Services, has been distributed to a large group outside the University in addition to our own faculty and staff.

The Cooperative Education Program was initiated in July, 1969.

Research and Graduate Studies: The Office of Research and Graduate Studies has submitted 45 new grant proposals totaling approximately 1.5 million dollars. Of these 45 proposals 16 were funded in the amount of $399,354, 17 were not funded, and the remainder are still being processed.

Plans for the Future: Proposals for graduate studies in the Colleges of Engineering, Humanities and Fine Arts, Social Sciences, and Natural Sciences have been prepared and will continue to be updated.

The Intercollegiate Athletic Program hopes to expand to include tennis, swimming, wrestling, and weightlifting.

Efforts are being made to establish a Law Enforcement Institute with a curriculum leading to a Bachelor's degree.

A recently appointed Coordinator of Education Conferences will organize noncredit institutes, workshops, conferences, and seminars.

Increased emphasis will be placed on securing support through granting agencies to finance research, special projects, and institutes.

Plans are under way to complete the

computerization of student admissions data, student records, and library cataloging data and services.

Major Problem Areas: Research activity is limited due to the heavy teaching loads and the fact that there is a shortage of state and federal research funds.

At present there is a serious shortage of space for research activity. The Academic Affairs area, already short of OCO funds, has set aside a part of existing funds to build additional research space.

The delay in planning and expanding campus buildings is particularly critical in the face of the rapid growth in the department of biological sciences, humanities, and social sciences.

Rapid growth of the University and the need for classrooms and laboratories has limited available space for increased numbers of library materials and student study areas.

There is insufficient funding for special services, such as student assistants, laboratory technicians, personnel in the Admissions and Registrar's area.

Recommendation for Attaining Goals: Funding—Additional funding is needed to provide materials, equipment, student assistants, and laboratory technicians in the development of existing and new programs.

Time—additional faculty and staff are needed to provide time for developing courses, developing laboratories, teaching, conducting research, writing proposals for grants, evaluating existing programs, and for support services.

Space—Implementation of a third phase building program should begin immediately so that appropriate and meaningful academic planning can occur.

Pertinent Data and Events:

First Honors Convocation
First Graduation—416 graduates
Library holdings increased to approximately 84,000 volumes
Processed 1400 interlibrary loan transactions
Offered 93 off-campus credit courses with 1618 registrants, and 8 noncredit courses with 694 participants.
Assignments completed by 735 student teachers in FTU's Teacher Education Centers
Visitation Programs to 43 area high schools and junior colleges, speaking to approximately 2800 students
Processed nearly 4000 applications for admission to the University
Received $399,354 in federal and state grant funds

BUSINESS AFFAIRS

Planning: The development of a Long-Range Plan (10 years) for staff, space, and capital outlay needs and the implementation of a program budgeting system served as a basis, along with projections of enrollment, for the determination of fiscal, operational, and building requirements necessary to accommodate the tremendous anticipated growth of the institution over the next ten years.

Several programs for future buildings were initiated and others completed, namely a Humanities and Fine Arts Building, a Biological Sciences Building, and programs for the expansion of the Village Center and general utilities.

Plans for roads, parking areas, landscaping, storm sewers, and a student recreation area were initiated and coordinated into the overall master plan.

General Operations: The various divisions within Business Affairs operated as a coordinated network and general operations were enhanced by additions and changes in personnel which upgraded the quality of the Business Affairs organization.

Nearly 2400 personnel actions were conducted and a system for the automation of personnel records was developed. The average monthly personnel turnover rate was 3.44%. A comprehensive Affirmative Action Program of equal employment opportunities was initiated as was an evaluation system for Administrative and Professional personnel which emphasized a goal setting "management-by-objective" philosophy. The first year of the food service

operation under a "Fee Management Contract" proved beneficial to both the campus community and to the University. Net sales of the bookstore operation reached nearly one-half million dollars, reflecting again the rapid growth being experienced.

Visual signs of progress made during the past year were apparent with the completion and occupation of two new buildings; the General Classroom Building and the Administration-Classroom Building and the near completion of two more, the Science Tech Complex and Physical Education Facility. Additions and extensions to the utilities system were made as well.

Control: Both Information Systems and Finance and Accounting were involved in a major reorganization. Several new accounting systems were developed and implemented, and various manual systems were converted to data processing application. General administrative systems for internal control were established in all areas of institutional operations and an improved quality and timeliness of reporting provided a better and more effective aid to management.

Outlook: The Office of Business Affairs, now well established, will continue to proceed in the implementation of major programs, thus complementing and continuing their support of the activities of the University consistent with institutional goals.

STUDENT AFFAIRS

General Operations: Staff members within the Division of Student Affairs have directed considerable study to student orientation, student transfer recommendations, student records, Planning Programming Budgeting System, Activity and Service Fee budget, and research concerning characteristics of students attending FTU. The total Student Affairs staff and a selected group of students have submitted suggestions to make student life orientation a meaningful experience for new entering freshmen, their parents, and transfer students. During 1969–70 a total of 1370 students participated in orientation as compared with 1150 in 1968–69. Veteran FTU students have been active participants in student life orientation and have made a positive contribution to the program. As a result of surveys and questionnaires administered by the Developmental Center, research concerning students has been compiled for 70% of the total student body since October 7, 1968, the date FTU originally began classes.

Campus citizenship is considered an important aspect of a student's life. Accordingly, the importance of the Transfer Recommendation Form was upgraded by implementing the form as a part of the admission process. Allied with this problem has been student records. Divisional needs were reviewed and assessed thereby resulting in better and more useable student records.

Student Services: A total of 844 unduplicated students were assisted with financial aid amounting to $368,635.00. Four hundred fifty-five students were employed on-campus while an estimated 316 students were placed in off-campus jobs. This was the first year of participation in the Law Enforcement Education Program, and under this new program 51 students received aid. Among competitive awards, 87 students receiving the Florida Teachers' Loan chose to attend FTU and 36 winners of the Board of Regents Scholarship enrolled here during the year.

Medical personnel in the Student Health Service treated 4529 student cases. Of the total number served 947 students were attended for the first time.

On-campus recruiting employment interviews for students started in January, 1970. A total of 998 interviews were scheduled with 60 business, industry, government, and educational employers. Students are registered for placement three quarters prior to completion of graduation requirements. Of the first graduating class of 416 students, approximately 70% of the graduates have a complete file on record which are now actively maintained as an alumni service.

Future Plans: An improved relationship with students is a primary objective for the future. This is due to the structure and working relationships of Student Affairs not being as clearly defined as that in Academic Affairs or the Business Affairs areas and therefore requires consultation prior to formulating a final decision. This procedure violates student requests for an "immediate answer." In reality, the basic purpose is not to delay providing an answer but to clear the way of obstacles to best serve the purposes of students and the University as well.

SUMMARY

The University will continue its emphasis upon the twin tenets of its philosophy—Accent on Excellence/Accent on the Individual—along with meeting the projected growth of student enrollments. Florida Technological University is proud of the progress and the achievements during its short history and recognizes the future as a challenge to its imagination and capabilities. With this thought in mind, FTU pledges that its role in Florida's growth and progress will be directed toward meeting the educational needs of the state's youth and adults.

FLORIDA INTERNATIONAL UNIVERSITY

Charles E. Perry, President

On July 11, 1969, the Board of Regents named Charles E. Perry as the first President of Florida International University, thus setting into motion the establishment of a state university in the Greater Miami and South Florida area, which is Florida's largest metropolitan complex. The Florida Legislature created the state university by passage of an act in 1965, and by 1969 funds had been appropriated for planning. These funds then allowed the Board of Regents to choose a president, select the name of the institution, and approve the sites for its two campuses, one to be located at the old Tamiami Airport on a 344-acre tract 10 miles west of downtown Miami along the historic Tamiami Trail and the other to be located on 400 acres at the Interama Tract in north Dade County.

On September 2, 1969, President Perry opened planning offices in the airport tower on the Tamiami Campus. He brought with him three former members of the Board of Regents staff in Tallahassee, where he had served as Vice Chancellor of the State University System. At 32, Perry became the youngest university president in the history of the State University System of Florida.

OBJECTIVES

As a public university, Florida International shares in the land grant tradition with responsibilities for service as well as for education and research. As a new institution, the University has both the opportunity and the obligation to be a prototype for new and old universities in meeting the changing needs of a world increasingly urban in character and international in substance. Accordingly, Florida International will create standards for measuring success which are compatible with both its intellectual and its social responsibilities. The University will be innovative in building on the traditions of the past without being constrained by them. It will attempt to be responsive to the diverse and rapidly changing requirements of society without losing its integrity or attenuating its efforts. Florida International will also concentrate its resources on goals to which it can make the greatest contribution, together with the other institutions of society, in creating a higher and better quality of life.

MASTER PLAN

The major emphasis during 1969–70 was given to preparing the University's Comprehensive Master Plan, which contains the academic philosophy and programs, the proposed organizational structure, the resource requirements, and the physical facilities plan for the Tamiami Campus. Published in September, 1970, this two-volume, 215-page document, entitled The Birth of a University . . . And Plans For Its Development, will be used as the guideline for the orderly growth and development of Florida International during the next decade. The firm of Greenleaf/Telesca, Planners, Engineers and Architects of Miami was employed as the architect-planners for the project. In addition to the planning accomplished by the Florida International and Greenleaf/Telesca staffs, consultants were called in from major universities in the nation to assist in the evaluation of the planning process.

PROJECTED ENROLLMENT

Between the year 1972, when the University will open with a student enrollment of 4,250, and the year 1980, Florida International will be the fastest growing university in the nation. By 1980, an enrollment in excess of 20,000

students is projected with over 2,400 faculty and staff members. The University will serve the giant Dade-Broward-Monroe-Collier urban complex, where over two million people reside. This number constitutes almost a third of Florida's population.

JUNIOR COLLEGE RELATIONS

As an upper-division and graduate institution, Florida International has been working closely with the area community colleges in establishing programs of related and complementary studies. Miami-Dade and Broward Community Colleges had a combined enrollment of over 35,000 students in 1969. Since Florida International will draw its students largely from these institutions, the University's academic programs will be developed to allow the community college graduates to continue in a particular program and not be forced to leave the area to continue a university education.

RECRUITING

During 1969–70, the University's staff was involved in extensive recruiting efforts. A systematic approach was instituted to employ the academic and administrative personnel in order to insure that those charged with the responsibility of the University's programs would have a direct hand in creating them. Under Florida International's organizational structure, the appointments of the top academic and administrative deans were made for the fall of 1970. They, in turn, will bring on the department chairmen and program directors in the fall of 1971. The final step in the process, to be finished by mid-1972, will be the employment of the teaching faculty and other staff.

ACADEMIC PROGRAM

Florida International University's academic structure calls for a College of Arts and Sciences, School of Education, School of Business and Organizational Sciences, School of Health and Social Services, School of Technology, School of Hotel, Food, and Travel Services, a Center for Environmental and Urban Affairs, and a Center for International Affairs. The College of Arts and Sciences will be the only departmentalized unit in Florida International's academic structure. The various schools and centers will be program- rather than department-oriented. In addition to these programs, the Division of University Services and Continuing Education will play a major academic role by providing extensive credit and non-credit programs off the campus. The first phase, non-credit activities and conference/workshop programs, began in the summer of 1970.

ACCREDITATION

In June of 1970, the University achieved Correspondent Status with the Southern Association of Colleges and Schools, the regional accrediting agency. This will mean that by 1974, the year Florida International will graduate its first students, the University will be accepted as an accredited, degree-granting institution of higher learning.

PHYSICAL PLANT

Major strides have been made in the physical plant program, for which the University has $9.5 million in capital outlay funds currently committed, and some $80 million projected by 1980. A five-story multi-functional building, planning of which began in October of 1969, will be started at the Tamiami Campus in late 1970. The 200,000 square foot building will house classrooms, laboratories, temporary library facilities, student services, faculty offices, and administrative areas.

The physical plan for the Tamiami Campus of Florida International's multi-campus concept is developed as a linear checker-board pattern of buildings and courts to permit the phasing and construction of independent courts without significant interference to parts of the campus already in operation. The linear development of the building core also permits an exterior exposure of buildings to roads and

parking areas for direct service access, and to the land reserve provided for future building expansion. In addition, the staggered arrangement of buildings promises a dramatic architectural image from all vantage points of the surrounding area. The planning for the University's Interama Campus will begin in the fall of 1970.

To house the University staff in 1970–71, a two-story modular office building will be erected in October on the western portion of the Tamiami Campus. This facility will be the first modular office building to be utilized by a state university in Florida.

GOALS

The major thrust of Florida International is centered around the University's three basic goals:

1. **Education of Students**—To provide a university education for qualified students which (a) prepares them for useful careers in education, social service, business, industry, and the professions; and (b) furnishes them with the opportunity to become effective members in their relations to their cultural, aesthetic, and technological environments.

2. **Service to the Community**—To serve the community, with a primary emphasis on serving the Greater Miami and South Florida area, in a manner which enhances the metropolitan area's capability to meet the ecological, cultural, social, and urban challenges which it faces.

3. **Greater International Understanding**—To become a major international educational center with a primary emphasis in creating greater mutual understanding among the Americas and throughout the world.

To emphasize the direction of the new institution, the President's message in The Birth of a University . . . And Plans For Its Development includes the following statement:

> "New universities may be lacking in old traditions—but, by the same token, they are not shackled by them either. At Florida International, we intend to make the most of newness by seeking out new ways in which to serve the community, the state, the nation, and, yes, even the world as well. The University will be neither rigid in concept nor fixed in application. It has been deliberately shaped to be receptive to change, for in the world of which Florida International will be a part, change will perhaps be the most constant element of all. The measure of the imprint we shall leave upon the future will also be the measure of how well we have advanced to meet the basic goals we have set out for this University."

UNIVERSITY OF NORTH FLORIDA

Thomas G. Carpenter, President

At the beginning of 1969–70, the University of North Florida was little but a legislative authorization, a feasibility study in response to that legislative action, and a 1,000 acre site designated for construction. By the end of that year the University had a president, a statement of philosophy, and an academic plan. It had begun taking form through architectural work for initial construction and work on a master plan for campus development.

In addition, by the end of the year a staff of 32 had been identified or committed, 22 of whom had reported and were at work bringing to reality an upper level and graduate university to serve the one-half million population of the reincorporated City of Jacksonville, the surrounding region and the state.

The University of North Florida dates its history to 1965. In that year the Florida Legislature authorized an institution of higher learning for Duval County—as either a new institution or a branch of an existing institution —and a study of the feasibility of a degree-granting institution there. Conducted by the Florida Board of Regents, the feasibility study was published in February, 1967, and confirmed the need for the institution. Legislative action in 1967 authorized the expenditure of $1.4 million for construction of the new institution, subject to the sale of bonds.

The 1968 Legislature appropriated $225,850 for planning the new institution and to employ those who would become the nucleus of its central administration. At the outset, the Board of Regents developed and set forth several basic policy decisions which would undergird the planning the University of North Florida staff would set in motion during 1969–70. In essence these were:

> The University of North Florida will primarily serve the student population of a large city and respond to the needs characteristic of such.
>
> Building on an existing base of public junior colleges, the University will be an upper division and graduate institution geared to accommodate junior college graduates who will commute to the campus.
>
> In response to the greatest areas of measurable need, the University of North Florida will offer undergraduate upper division programs in business administration, education, arts, sciences, and technologies, with beginning graduate work in business administration and education.
>
> Because past experience in an urban setting reveals that many students need and desire evening classes, the University of North Florida may therefore offer evening classes in greater number and variety than would be offered in a non-urban environment.

Initial planning by the Board of Regents established that the University would admit its first class of students in 1972. This timetable made 1969 a critical year in the meeting of the opening date. Essential to the 1972 opening was final site selection in early 1969, planning for construction to begin soon thereafter, selection of a president, a sufficient operating appropriation, and construction planning to begin no later than the effective date of the appropriation.

CAMPUS SITE

After an extensive search and lengthy consideration, a 1,000 acre site for the University was designated by the Board of Regents in February, 1969. A number of potential sites

had been examined and considered. In final deliberations the choice lay between two alternative sites, a location in downtown Jacksonville, and a site near Beach Boulevard approximately ten miles east, and south of the city. The location of the second site directly in the path of the largest projected population growth in the area led to its ultimate selection. Through transportation access provided by the Jacksonville expressway system, the site is within convenient commuting range of students from the entire area. Official resolution of the University site occurred in September, 1969, with acceptance of the site by the State Board of Education.

On July 11, 1969, the Board of Regents, meeting in Jacksonville, appointed Dr. Thomas G. Carpenter as President of the University of North Florida. He brought to the University of North Florida a background of experience in three institutions of the State University System, including leadership roles in the building of two of the newer institutions of the System.

BASIC PHILOSOPHY

Recognizing that a University is built on a philosophic basis before it can be planned as a physical or program structure, President Carpenter placed an early priority on development of a university philosophy. Basis of the statement of philosophy that he outlined early in 1969–70 was a dedication of the University of North Florida to serving the needs of the community, region and state. In so doing, he committed the University to create and maintain a constructive environment internally and a positive influence externally, which will result in a significant contribution to the welfare of students, staff and the public.

Essentially, the basic philosophy outlined for the University of North Florida recognized that the vast expansion of knowledge, the increasing societal complexity, and the expanding scope and sophistication of studies in all fields require a substantive foundation in well-established academic disciplines. An educational experience founded in such studies is perpetually "relevant" and not subject to the rapid obsolescence that arises from emphasis on specific techniques.

While emphasizing the centrality of learning in the disciplines, the philosophy of the University of North Florida likewise recognized as essential a mechanism for interdisciplinary exchange. It anticipated the establishment of institutes within each college as integrative vehicles for the many teaching, research and service activities that span disciplinary boundaries.

RECRUITING

Search activities for a qualified staff to plan, develop, and later administer the new University were instituted immediately by President Carpenter. Emphasis in recruiting was on experience, combined with breadth and imagination.

Staff identified, selected or appointed during the year brought to the University of North Florida the strength of combined experience in 16 different universities and 12 states from Massachusetts to California. Included were staff with experience in administration of the two operating senior Florida institutions. Others brought to the new University experience in the planning and development of three of the newer institutions of the State University System, and in the coordination of the System through service on the board staff.

A significant proportion of staff efforts during this initial year were devoted to establishing the complex of relationships essential to development of a new educational institution in a metropolitan environment. Liasion was established with governmental, educational and civic officials. Such relationships were required in matters ranging from road development and utility service and drainage, to the projection of program enrollments. Community interest in the University is high and has prompted a stream of speaking invitations to University staff.

During the fiscal year 1969–70, the University of North Florida operated in temporary offices in the Florida National Bank in downtown Jacksonville . Early planning by the staff incor-

porated both short and long term programs. Using a planning, programming, budgeting framework, work was begun to outline institutional plans for a six-year period to include program structure, budgetary needs, and required facilities.

MASTER PLAN

Master planning for development of the campus site began early in the year. This effort was directed at creation of a comprehensive plan for land development and facility construction that would provide for the projected 1980 enrollment of approximately 7,000 full time equivalent students.

An architectural contract was let in May, 1970, for the initial building phase to accommodate a 1972 enrollment estimated at approximately 1,450 full time equivalent students. Both the master plan and planning for the initial building were developed around several basic planning concepts: (1) The need in a primarily commuter University to separate pedestrians and vehicles, (2) The importance of holding to a minimum the distance between academic spaces, (3) Interior flexibility to accommodate changing program needs, (4) Maximum utilization of space, and (5) Economy of operation.

ACADEMIC PLAN

Simultaneously, an academic plan began to take form. The role and scope of the University, as outlined by the Board of Regents, was an initial basis. The institutional philosophy further guided this planning. Consideration was then given to area, state and national requirements, student and employer demands for programs, interrelationships between curricula, availability of resources and cost-benefit relationships.

The academic plan developed during 1969–70 encompassed an initial outline of programs to be offered, projected enrollments by program, and using these data, a staffing and budgeting plan to support the program enrollments.

Two years remain until the doors of the University of North Florida are opened for the admission of students. Much remains to be accomplished in those years, but 1969–70 will be recorded as the year in which the operational form of a new upper level and graduate university for North Florida became a reality.

APPENDICES

APPENDIX I

ON CAMPUS HEADCOUNT ENROLLMENT BY LEVEL, BY INSTITUTION
ACTUAL (1969) AND PROJECTED (1970-1980)
STATE UNIVERSITY SYSTEM

INST. LEVEL	1969 HC	1970 HC	1971 HC	1972 HC	1973 HC	1974 HC	1975 HC	1976 HC	1977 HC	1978 HC	1979 HC	1980 HC
UF												
Education & General												
Lower	7,483	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560
FTIC	2,812	2,846	2,873	2,873	2,873	2,873	2,873	2,873	2,873	2,873	2,873	2,873
Upper	7,686	8,199	8,785	9,358	10,062	10,661	11,299	11,923	12,529	12,775	13,376	14,246
Total Undergraduate	15,169	15,759	16,345	16,918	17,622	18,221	18,859	19,483	20,089	20,335	20,936	21,806
Beginning Graduate	2,578	2,726	2,945	3,174	3,384	3,602	3,836	4,121	4,307	4,449	4,603	4,766
Advanced Graduate	1,270	1,328	1,400	1,469	1,577	1,688	1,809	1,926	2,031	2,155	2,287	2,436
Total Graduate	3,848	4,054	4,345	4,643	4,961	5,290	5,645	6,047	6,338	6,604	6,890	7,202
TOTAL	19,017	19,813	20,690	21,561	22,583	23,511	24,504	25,530	26,427	26,939	27,826	29,008
Health Center												
Lower	--	--	--	--	--	--	--	--	--	--	--	--
FTIC	--	--	--	--	--	--	--	--	--	--	--	--
Upper	549	630	688	736	779	804	849	871	901	941	971	1,001
Total Undergraduate	549	630	688	736	779	804	849	871	901	941	971	1,001
Beginning Graduate	353	409	450	494	544	588	637	660	703	755	790	833
Advanced Graduate	55	64	70	77	86	92	99	103	110	118	123	130
Total Graduate	408	473	520	571	630	680	736	763	813	873	913	963
TOTAL	957	1,103	1,208	1,307	1,409	1,484	1,585	1,634	1,714	1,814	1,884	1,964
IFAS												
Lower	--	--	--	--	--	--	--	--	--	--	--	--
FTIC	--	--	--	--	--	--	--	--	--	--	--	--
Upper	402	421	455	447	465	492	513	526	536	556	586	604
Total Undergraduate	402	421	455	447	465	492	513	526	536	556	586	604
Beginning Graduate	275	285	302	318	360	411	449	493	512	550	597	631
Advanced Graduate	118	123	129	137	155	176	193	211	242	260	283	299
Total Graduate	393	408	431	455	515	587	642	704	754	810	880	930
TOTAL	795	829	886	902	980	1,079	1,155	1,230	1,290	1,366	1,466	1,534
University of Florida Total												
Lower	7,483	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560
FTIC	2,812	2,846	2,873	2,873	2,873	2,873	2,873	2,873	2,873	2,873	2,873	2,873
Upper	8,637	9,250	9,928	10,541	11,306	11,957	12,661	13,320	13,966	14,272	14,933	15,851
Total Undergraduate	16,120	16,810	17,488	18,101	18,866	19,517	20,221	20,880	21,526	21,832	22,493	23,411
Beginning Graduate	3,206	3,420	3,697	3,986	4,288	4,601	4,922	5,274	5,522	5,754	5,990	6,230
Advanced Graduate	1,443	1,515	1,599	1,683	1,818	1,956	2,101	2,240	2,383	2,533	2,693	2,865
Total Graduate	4,649	4,935	5,296	5,669	6,106	6,557	7,023	7,514	7,905	8,287	8,683	9,095
TOTAL	20,769	21,745	22,784	23,770	24,972	26,074	27,244	28,394	29,431	30,119	31,176	32,506

APPENDIX I (CONTINUED)

ON CAMPUS HEADCOUNT ENROLLMENT BY LEVEL, BY INSTITUTION
ACTUAL (1969) AND PROJECTED (1970-1980)
STATE UNIVERSITY SYSTEM

INST.	LEVEL	1969 HC	1970 HC	1971 HC	1972 HC	1973 HC	1974 HC	1975 HC	1976 HC	1977 HC	1978 HC	1979 HC	1980 HC
FSU	Lower	5,659	6,044	6,201	6,337	6,451	6,535	6,600	6,600	6,600	6,600	6,600	6,600
	FTIC	2,272	2,297	2,356	2,408	2,451	2,483	2,508	2,508	2,508	2,508	2,508	2,508
	Upper	7,436	8,409	9,084	9,780	10,734	11,561	12,466	13,077	13,699	13,875	14,477	15,085
	Total Undergraduate	13,095	14,453	15,285	16,117	17,185	18,096	19,066	19,677	20,299	20,475	21,077	21,685
	Beginning Graduate	2,793	3,058	3,372	3,695	4,031	4,373	4,727	5,057	5,355	5,612	5,774	5,837
	Advanced Graduate	1,122	1,256	1,377	1,498	1,621	1,746	1,873	1,995	2,111	2,217	2,284	2,309
	Total Graduate	3,915	4,314	4,749	5,193	5,652	6,119	6,600	7,052	7,466	7,829	8,058	8,146
	TOTAL	17,010	18,767	20,034	21,310	22,837	24,215	25,666	26,729	27,765	28,304	29,135	29,831
FAMU	Lower	2,578	2,783	2,843	2,936	3,004	3,085	3,163	3,263	3,363	3,463	3,563	3,663
	FTIC	1,058	1,103	1,158	1,312	1,343	1,408	1,458	1,519	1,550	1,611	1,697	1,775
	Upper	1,249	1,415	1,567	1,630	1,749	1,856	1,927	2,013	2,201	2,345	2,478	2,514
	Total Undergraduate	3,827	4,198	4,410	4,566	4,753	4,941	5,090	5,276	5,564	5,808	6,041	6,177
	Beginning Graduate	421	439	481	498	508	521	538	550	578	603	614	626
	Advanced Graduate	--	--	--	--	--	--	--	--	--	--	--	--
	Total Graduate	421	439	481	498	508	521	538	550	578	603	614	626
	TOTAL	4,248	4,637	4,891	5,064	5,261	5,462	5,628	5,826	6,142	6,411	6,655	6,803
USF	Lower	5,331	5,660	5,790	5,790	5,790	5,790	5,790	5,790	5,790	5,790	5,790	5,790
	FTIC	1,827	2,151	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200
	Upper	6,459	7,655	8,550	9,440	10,484	11,521	12,694	13,702	14,710	15,520	16,528	17,702
	Total Undergraduate	11,790	13,315	14,340	15,230	16,274	17,311	18,484	19,492	20,500	21,310	22,318	23,492
	Beginning Graduate	2,414	2,904	3,592	4,224	4,992	5,529	6,010	6,599	7,187	7,775	8,363	8,951
	Advanced Graduate	40	72	132	157	206	256	306	354	403	451	499	547
	Total Graduate	2,454	2,976	3,724	4,381	5,198	5,785	6,316	6,953	7,590	8,226	8,862	9,498
	TOTAL	14,244	16,291	18,064	19,611	21,472	23,096	24,800	26,445	28,090	29,536	31,180	32,990
FAU	Lower	--	--	--	--	--	--	--	--	--	--	--	--
	FTIC	--	--	--	--	--	--	--	--	--	--	--	--
	Upper	3,675	3,843	4,012	4,266	4,647	4,959	5,340	5,566	5,834	6,040	6,291	6,615
	Total Undergraduate	3,675	3,843	4,012	4,266	4,647	4,959	5,340	5,566	5,834	6,040	6,291	6,615
	Beginning Graduate	1,368	1,520	1,664	1,797	1,993	2,194	2,341	2,477	2,601	2,739	2,838	2,960
	Advanced Graduate	14	65	99	153	206	255	304	354	400	452	498	546
	Total Graduate	1,382	1,585	1,763	1,950	2,199	2,449	2,645	2,831	3,001	3,191	3,336	3,506
	TOTAL	5,057	5,428	5,775	6,216	6,846	7,408	7,985	8,397	8,835	9,231	9,627	10,121

APPENDIX I (CONTINUED)

ON CAMPUS HEADCOUNT ENROLLMENT BY LEVEL, BY INSTITUTION
ACTUAL (1969) AND PROJECTED (1970-1980)
STATE UNIVERSITY SYSTEM

INST.	LEVEL	1969 HC	1970 HC	1971 HC	1972 HC	1973 HC	1974 HC	1975 HC	1976 HC	1977 HC	1978 HC	1979 HC	1980 HC
UNF	Lower	--	--	--	--	--	--	--	--	--	--	--	--
	FTIC	--	--	--	--	--	--	--	--	--	--	--	--
	Upper	2,565	3,098	3,467	3,866	4,296	4,757	5,249	5,771	6,323	6,903	7,580	8,410
	Total Undergraduate	2,565	3,098	3,467	3,866	4,296	4,757	5,249	5,771	6,323	6,903	7,580	8,410
	Beginning Graduate	255	444	602	798	1,082	1,368	1,653	1,947	2,247	2,553	2,842	3,158
	Advanced Graduate	--	--	--	18	31	47	68	95	126	163	221	263
	Total Graduate	255	444	602	816	1,113	1,415	1,721	2,042	2,373	2,716	3,063	3,421
	TOTAL	2,820	3,542	4,069	4,682	5,409	6,172	6,970	7,813	8,696	9,619	10,643	11,831
FIU	Lower	2,168	2,750	3,114	3,573	3,994	4,410	4,609	4,758	4,907	5,057	5,264	5,264
	FTIC	768	1,045	1,183	1,358	1,518	1,676	1,751	1,808	1,865	1,922	2,000	2,000
	Upper	1,320	1,956	2,581	3,443	4,474	5,753	6,795	8,481	10,167	11,853	13,539	15,226
	Total Undergraduate	3,488	4,706	5,695	7,016	8,468	10,163	11,404	13,239	15,074	16,910	18,803	20,490
	Beginning Graduate	120	193	544	935	1,368	1,841	2,354	3,346	4,585	5,312	6,039	6,766
	Advanced Graduate	--	--	--	--	31	62	90	193	296	336	367	416
	Total Graduate	120	193	544	935	1,399	1,903	2,444	3,539	4,881	5,648	6,406	7,182
	TOTAL	3,608	4,899	6,239	7,951	9,867	12,066	13,848	16,778	19,955	22,558	25,209	27,672
FIU	Lower	--	--	--	--	--	--	--	--	--	--	--	--
	FTIC	--	--	--	--	--	--	--	--	--	--	--	--
	Upper	--	--	--	3,902	5,404	6,895	8,412	9,895	11,443	12,952	14,453	15,995
	Total Undergraduate	--	--	--	3,902	5,404	6,895	8,412	9,895	11,443	12,952	14,453	15,995
	Beginning Graduate	--	--	--	350	791	1,229	1,670	2,106	2,550	2,988	3,424	3,879
	Advanced Graduate	--	--	--	--	--	--	--	20	40	60	90	120
	Total Graduate	--	--	--	350	791	1,229	1,670	2,126	2,590	3,048	3,514	3,999
	TOTAL	--	--	--	4,252	6,195	8,124	10,082	12,021	14,033	16,000	17,967	19,994
UNF	Lower	--	--	--	--	--	--	--	--	--	--	--	--
	FTIC	--	--	--	--	--	--	--	--	--	--	--	--
	Upper	--	--	--	1,500	2,320	2,534	2,887	3,202	3,698	4,402	5,197	6,007
	Total Undergraduate	--	--	--	1,500	2,320	2,534	2,887	3,202	3,698	4,402	5,197	6,007
	Beginning Graduate	--	--	--	254	397	595	757	1,000	1,297	1,650	2,000	2,453
	Advanced Graduate	--	--	--	--	--	--	--	10	20	35	50	75
	Total Graduate	--	--	--	254	397	595	757	1,010	1,317	1,685	2,050	2,528
	TOTAL	--	--	--	1,754	2,717	3,129	3,644	4,212	5,015	6,087	7,247	8,535

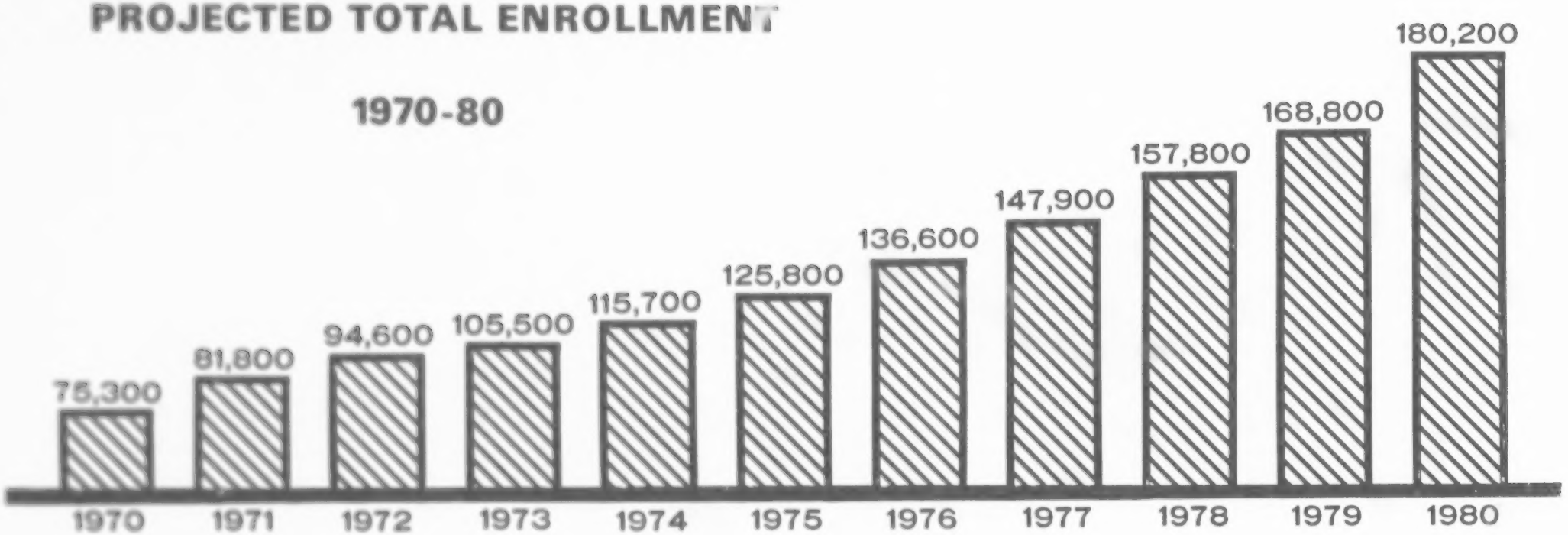
APPENDIX I (CONTINUED)

ON CAMPUS HEADCOUNT ENROLLMENT BY LEVEL, BY INSTITUTION
ACTUAL (1969) AND PROJECTED (1970-1980)
STATE UNIVERSITY SYSTEM

INST.	LEVEL	1969 HC	1970 HC	1971 HC	1972 HC	1973 HC	1974 HC	1975 HC	1976 HC	1977 HC	1978 HC	1979 HC	1980 HC
BCB	Lower	23,219	24,797	25,508	26,196	26,799	27,380	27,722	27,971	28,220	28,470	28,777	28,877
	FTIC	8,737	9,442	9,770	10,151	10,385	10,640	10,790	10,908	10,996	11,114	11,278	11,356
	Upper	31,341	35,626	39,189	48,368	55,414	61,793	68,431	75,027	82,041	88,162	95,476	103,405
	Total Undergraduate	54,560	60,423	64,697	74,564	82,213	89,173	96,153	102,998	110,261	116,632	124,253	132,282
	Beginning Graduate	10,577	11,978	13,952	16,537	19,450	22,251	24,972	28,356	31,922	34,986	37,884	40,860
	Advanced Graduate	2,619	2,908	3,207	3,509	3,913	4,322	4,742	5,261	5,779	6,247	6,702	7,141
	Total Graduate	13,196	14,886	17,159	20,046	23,363	26,573	29,714	33,617	37,701	41,233	44,586	48,001
	TOTAL	67,756	75,309	81,856	94,610	105,576	115,746	125,867	136,615	147,962	157,865	168,839	180,283

STATE UNIVERSITY SYSTEM
PROJECTED TOTAL ENROLLMENT

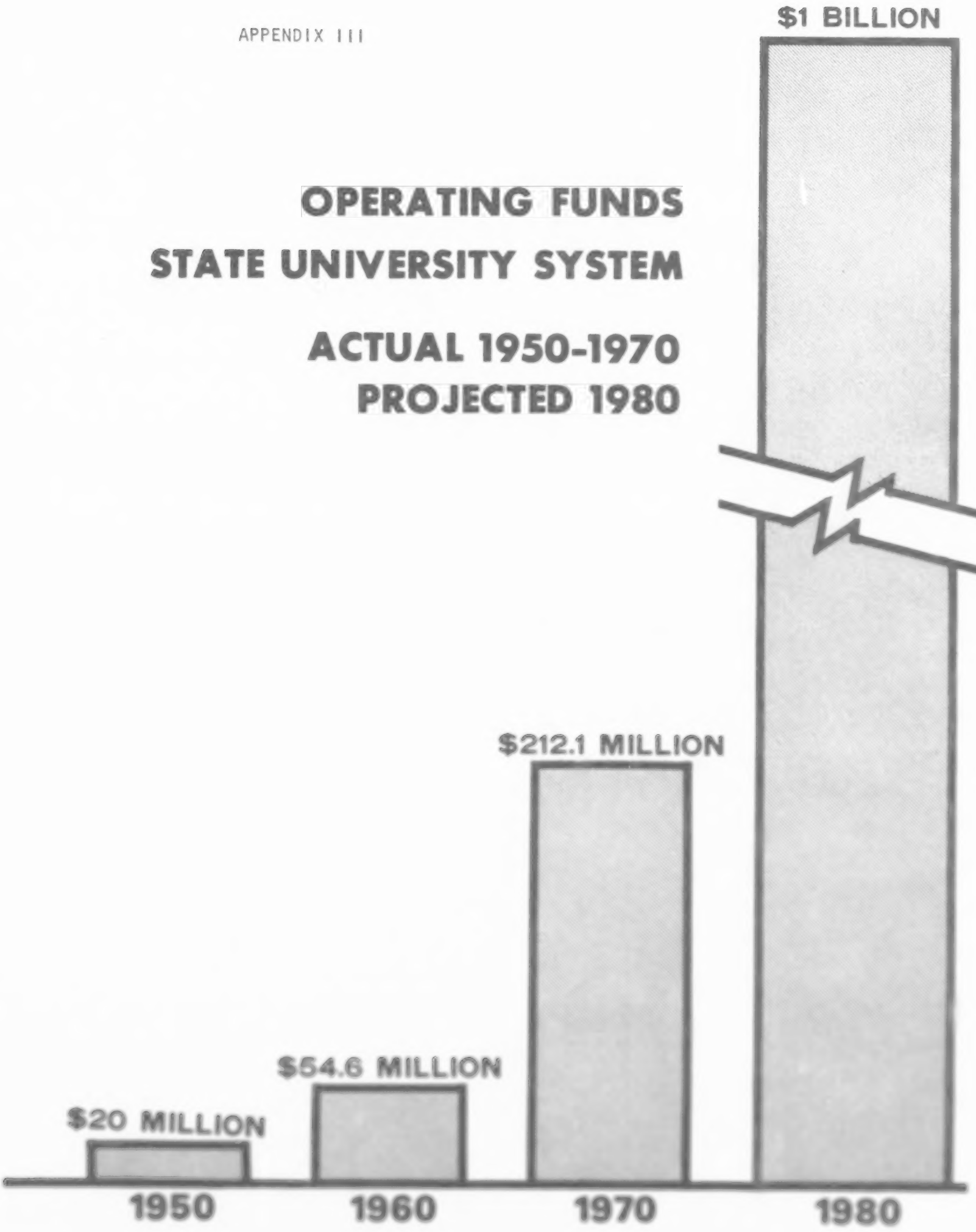
1970-80



APPENDIX III

OPERATING FUNDS
STATE UNIVERSITY SYSTEM

ACTUAL 1950-1970
PROJECTED 1980



APPENDIX IV

STATE UNIVERSITY SYSTEM
TOTAL STUDENTS ENROLLED IN CONTINUING EDUCATION
CREDIT COURSE HEADCOUNT (HC) AND STUDENT QUARTER HOURS
1969-1970

	FAMU	FAU	FSU	FTU	UF	USF	UWF	SUS TOTAL
GRAND TOTAL STUDENT ENROLLMENT - HC	2,265	3,440	3,114	1,162	4,405	4,124	1,934	20,444
TOTAL QUARTER HOURS CARRIED	7,021	17,477	17,882	5,087	17,284	16,946	10,557	92,254

APPENDIX V

DEGREE PROGRAMS APPROVED BY THE BOARD OF REGENTS
SINCE JUNE 30, 1968

	Approval Date
Florida Agricultural and Mechanical University	
Bachelor of Arts in Afro-American Studies	2/2/70
Florida Atlantic University	
Master of Arts in English	5/5/69
Master of Arts in History	5/5/69
Education Specialist	5/16/69
Master of Science, Master of Science in Teaching in Mathematics	2/2/70
Doctor of Education in Curriculum and Instruction	2/2/70
Master of Science in Engineering in Ocean Engineering	4/6/70
Florida State University	
Doctor of Philosophy in Geophysical Fluid Dynamics	9/27/68
Doctor of Philosophy in Molecular Biophysics	10/3/69
Florida Technological University	
Bachelor of Science in Allied Health Sciences	5/5/69
Master of Education in Elementary and Secondary Teacher Education	5/5/69
Master of Business Administration	5/5/69
Bachelor of General Studies	10/3/69
University of Florida	
Master of Engineering, Master of Science in Engineering in Coastal and Oceanographic Engineering	3/7/69
Master of Arts, Doctor of Philosophy in Linguistics	2/2/70
Master of Arts in Health Education, Master of Health Education	4/6/70

University of South Florida

Master of Arts in Aging	9/27/68
Master of Music	9/27/68
Master of Arts in Geography	3/7/69
Master of Arts in Marine Science	5/5/69
Master of Arts in History	5/5/69
Master of Science in Speech Pathology and Audiology	5/16/69
Doctor of Philosophy in Chemistry	7/11/69
Master of Arts in Political Science	7/11/69
Doctor of Philosophy in Education	7/11/69
Master of Science in Management	7/11/69
Bachelor of Arts in Afro-American Studies	10/3/69
Bachelor of Arts in Mass Communications	2/2/70

University of West Florida

Master of Arts in History	5/5/69
Master of Arts in Elementary Education	5/5/69
Master of Arts in English	5/5/69
Master of Business Administration	7/11/69
Master of Science in Biology	7/11/69
Bachelor of Arts in Protective Service and Contemporary Society	4/23/70
Bachelor of Science in Systems Science	4/23/70

APPENDIX VI

REVENUE CERTIFICATES OUTSTANDING
AS OF JUNE 30, 1970

	Total Issued	Total Retired Through June 30, 1969	Outstanding June 30, 1970
UNIVERSITY OF FLORIDA			
Dormitory Revenue Certificates of 1938 (4%)	457,000	457,000	-0-
Dormitory Revenue Certificates of 1948 (3.25%)	3,628,000	1,905,000	1,723,000
Dormitory Revenue Certificates of 1954 (3.010%)	1,000,000	247,000	753,000
Dormitory Revenue Certificates of 1955 (3.25%)	600,000	137,000	463,000
Laboratory School Revenue Certificates (3.50%)	485,000	150,000	335,000
Housing System Revenue Certificates of 1960			
Series "A" (3%)	3,500,000	387,000	3,113,000
Series "B" (2.75%)	1,238,000	405,000	833,000
Series "C" (2.75%)	3,176,000	603,000	2,573,000
Series "D" (2.875%)	1,896,000	357,000	1,539,000
Series "E" (3%)	3,730,000	222,000	3,508,000
Dormitory Revenue Certificates of 1962 (3.50%)	400,000	16,000	384,000
Apartment Revenue Certificates of 1964 (3.50%)	1,786,000	179,000	1,607,000
Total-University of Florida	21,896,000	5,065,000	16,831,000
FLORIDA STATE UNIVERSITY			
Living Hall and Landis Hall Revenue Certificates (4%)	494,000	494,000	-0-
Bryan Hall Revenue Certificates (3%)	115,000	90,000	25,000
Senior Hall Revenue Certificates (3%)	200,000	116,000	84,000
Revenue Certificates of 1950 (3.1% and 2.75%)	4,310,000	2,576,000	1,734,000
Demonstration School Revenue Certificates (3.25%)	500,000	229,800	410,000
Demonstration School Revenue Certificates Series 1959 (4.8%)	139,400	-0-	-0-
Dormitory Revenue Certificates of 1954 (3.25%)	300,000	59,000	241,000
Dormitory Revenue Certificates of 1956 (4%)	125,000	15,000	110,000
Apartment Revenue Certificates of 1958 (2.75%)	2,300,000	599,000	1,701,000
Apartment Revenue Certificates of 1959 (3%)	1,925,000	311,000	1,614,000
University Stadium Revenue Certificates of 1960 (4%)	400,000	356,000	44,000
Apartment Revenue Certificates of 1961 (3.5%)	1,486,000	150,000	1,336,000
Dormitory Revenue Certificates of 1963 (3.375%)	1,814,000	253,000	1,557,000
Apartment Revenue Certificates of 1963 (3.5%)	3,748,000	377,000	3,371,000
Infirmary Revenue Certificates of 1964 (3.625%)	476,000	28,000	448,000
Total-Florida State University	18,747,400	5,567,800	13,675,000

APPENDIX VI (CONTINUED)

REVENUE CERTIFICATES OUTSTANDING
AS OF JUNE 30, 1970

	Total Issued	Total Retired Through June 30, 1969	Outstanding June 30, 1970
FLORIDA A & M UNIVERSITY			
Dormitory Revenue Certificates of 1938 (4%)	202,000	202,000	-0-
Hospital Revenue Certificates of 1950 (2.90%)	425,000	233,000	192,000
Dormitory Revenue Certificates of 1952 (3.01%)	810,000	329,000	481,000
Apartment Revenue Certificates of 1963 (3.625%)	445,000	29,000	416,000
Dormitory Revenue Certificates of 1964 (3.625%)	825,000	43,000	782,000
Total-Florida A & M University	2,707,000	836,000	1,871,000
FLORIDA ATLANTIC UNIVERSITY			
Dormitory Revenue Certificates of 1964 (3.50%)	992,000	45,000	947,000
Dormitory Revenue Certificates of 1966 A (3%)	1,130,000	30,000	1,100,000
Dormitory Revenue Certificates of 1966 B (3%)	1,070,000	15,000	1,055,000
Total-Florida Atlantic University	3,192,000	90,000	3,102,000
UNIVERSITY OF SOUTH FLORIDA			
Dormitory Revenue Certificates of 1959 (3.125%)	1,200,000	195,000	1,005,000
Dormitory Revenue Certificates of 1960 (3.50%)	1,420,000	217,000	1,203,000
Dormitory Revenue Certificates of 1961 (3.375%)	2,430,000	306,000	2,124,000
Dormitory Revenue Certificates of 1962 (3.50%)	2,220,000	328,000	1,892,000
Dormitory, Dining & Auxiliary Enterprises of 1965 (3.75%)	2,900,000	105,000	2,795,000
Total-University of South Florida	10,170,000	1,151,000	9,019,000

APPENDIX VI (CONTINUED)

REVENUE CERTIFICATES OUTSTANDING
AS OF JUNE 30, 1970

	Total Issued	Total Retired Through June 30, 1969	Outstanding June 30, 1970
UNIVERSITY OF WEST FLORIDA			
Dormitory Revenue Certificates of 1966 (3%)	1,650,000	50,000	1,600,000
Total-University of West Florida	1,650,000	50,000	1,600,000
FLORIDA TECHNOLOGICAL UNIVERSITY			
Dormitory Revenue Certificates of 1967 (3%)	1,550,000	-0-	1,550,000
Total-Florida Technological University	1,550,000	-0-	1,550,000
TOTAL-ALL UNIVERSITIES	59,407,800	12,759,800	46,648,000